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ABSTRACT

The Rhode Island state social studies curriculum for history, geography, civics, economics, and the behavioral sciences should promote civic responsibility and active civic participation. Rhode Island recommends that teachers and administrators use national social studies content standards rather than support the development of their own state social studies standards. Three key features of standards-based school reform addressed in detail in this 2001 guide are: (1) a process for developing standards-based curriculum; (2) a description of a standards-based classroom; and (3) the importance of the alignment of curriculum, instruction, and assessment. The 2001 edition of the guide has been revised, with highlights that include greater emphasis on the critical link between social studies instruction and literacy; significantly expanded selected references at the end of Chapters 1-6; major revision of the assessment chapter to emphasize the importance of the alignment between curriculum instruction and assessment; and expansion chapter 2 about social studies content standards. The guide contains three parts: (1) "Chapters 1-6" (The Social Studies; Content Standards in the Social Studies Arena; Assessment in the Social Studies; Evaluating the Social Studies Program; Teaching Social Studies in an Inclusive Way; Sample Criteria to Evaluate Social Studies Materials); (2) "Sample Units/Lessons" (Introduction; Geoportrait of Your Community; A Lighthouse Journey--Teacher's Guide and Student Booklet; Meeting of the Minds: (Let's Talk History) A Journey into the Minds of Famous Women; Glossary) and (3) "Resource Guide." (BT)

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A Standards-Based Guide for Social Studies Programs in Rhode Island Schools.

Dennis Cheek, Editor
Faith Fogle, Editor

Rhode Island State Dept. of Elementary and Secondary Education, Providence.

SO 034 465

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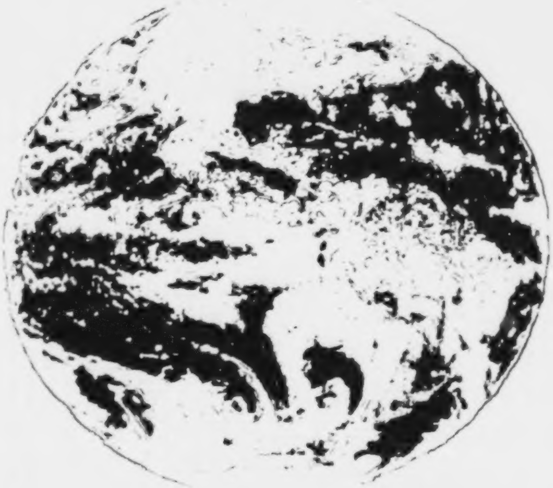

Social Studies Programs

in Rhode Island Schools

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This guide has been coordinated by the Rhode Island Department of Elementary and Secondary Education, and written by representatives across the Rhode Island Community.

COVER Design: Dani Pontus, RISD, and Stephen Saunders, Warwick School Department.

CO-EDITORS:

Dennis Cheek, Director, Office of Research, High School Reform & Adult Education; and

Faith Fogle, Social Studies Coordinator

Rhode Island Department of Elementary & Secondary Education

WRITING TEAM MEMBERS

Special thanks and appreciation are given to members of the writing team:
SandyJean Hicks, University of Rhode Island
Joseph O'Neill, Mount Saint Charles Academy & RI Social Studies Association
Melissa Bingmann, RI Historical Society
Maureen Spaight, East Providence High School
Patricia Jarvis, Bernon Heights Elementary School
Carolyn Carnevale, Winsor Hill School
David Woolman, Rhode Island College

Participants in the development of the Social Studies Guide:

SandyJean Hicks, University of Rhode Island
Joseph O'Neill, Mount Saint Charles Academy & RI Social Studies Association
Cheryl Gray, Kickemuit Middle School
Renee Grant-Kane, Veazie Street Elementary School
Gerald E. Cousineau, Toll Gate High School
Alan S. Canestrari, North Smithfield High School
Lyn Malone, Barrington Middle School
Douglas Carr, South Kingstown High School
Diane Morel, Bay View Academy
Jean Boucher, Western Coventry Elementary
Helen Johnson, Wickford Elementary School
Anne Petry, Rhode Island College & RI Geography Education Alliance
Peter Moore, Rhode Island College & RI Council for Economic Education
James Betres, Rhode Island College & RI Social Studies Association
Dennis Cheek, RI Department of Elementary and Secondary Education
Faith Fogle, RI Department of Elementary and Secondary Education
David Woolman, Rhode Island College

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Office of Assessment

Mary Ann Snider, Director
Ellen Hedlund
James Karon
Maria Lindia

Office of Instruction

Diane Schaefer, Director
Carol Beatrice
Zawadi Hawkins
Charlotte Diffendale
Janet Carroll
Priscilla (Pat) Kozaczka
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FOREWORD

If one examines the official definition and goals of social studies, its central role within the elementary and secondary school curriculum, and the most significant national and state social studies documents from the past few decades to the present, one can readily identify a common thread, i.e., that social studies curriculum should promote civic responsibility and active civic participation.

Not only is the overarching significance of civic competence embedded within the 1992 National Council for the Social Studies (N.C.S.S.) definition of social studies as "the integrated study of the social sciences and humanities to promote civic competence" but it is also clearly articulated in the 1990 Recommendations of the National Commission on Social Studies in the Schools document *Charting the Course: Social Studies for the 21st Century.*

This social studies GUIDE links directly to other Rhode Island Board of Regents approved frameworks documents as well as to the state's *Common Core of Learning*. Specifically on the state level, Rhode Island's *Common Core of Learning* document of 1995 establishes the development of "effective and productive citizens" as the paramount goal of K-12 (kindergarten through Grade 12) education in our state.

The challenge social studies educators planning curriculum face is a daunting one: they must select from an ever-growing amount of information, create a context for organizing multiple sources of information, and structure lessons around which students construct knowledge using this information.

In presenting this *A Standards-Based Guide for Social Studies Programs in Rhode Island Schools,* I offer special thanks to Writing Team Members Joseph O'Neill, Maureen Spaight, David Woolman, Melissa Bingmann, SandyJean Hicks, Carolyn Carnevale, and Patricia Jarvis. Moreover, this GUIDE is offered as a reflection of the numerous Rhode Island educators who have contributed to it over its five-year development in hopes that those who use it are assisted in their efforts to plan and develop social studies curriculum and programs in Rhode Island schools.

Peter McWalters, Commissioner

Rhode Island Department of
Elementary and Secondary Education

December, 2001

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Note: Page numbers for Part III Resource Guide restart at Page One so that Part III can be used as a separate document.

While acknowledging the value of each standards document insofar as it helps schools and districts accomplish particular goals, RIDE urges districts to compare standards documents in a particular content area and then decide which documents appear to be most complete and appropriate in assisting ALL students to achieve academically. That being done, then essential elements can be added or omitted in order to meet district needs and educational philosophy.

Three key features of standards-based school reform that are outlined in the *Education Standards in Rhode Island 2001* document and addressed in detail in the GUIDE which follows are:

- a process for developing standards-based curriculum;
- a description of a standards-based classroom; and
- the importance of the alignment of *curriculum*, *instruction*, and *assessment*.

Extensive additions and revisions have been made in this 2001 *A Standards-Based Guide for Social Studies Programs in Rhode Island Schools* which follows. One of the most significant changes is the inclusion of Part III, a completely revised social studies RESOURCE GUIDE. This revision was done in response to the universally positive feedback received from the field regarding the original Resource section of the 1998 draft version of this social studies GUIDE.

Other *highlights* of this 2001 GUIDE are detailed in a separate Executive Summary. These highlights include:

- greater emphasis on the critical link between social studies instruction and *literacy;*
- significantly expanded *Selected References* at the end of Chapters 1-6;
- major revision of the Assessment Chapter and related resources to emphasize the importance of the alignment between *curriculum, instruction* and *assessment; and*
- expanded chapter (Chapter 2) on social studies content standards.

In conclusion, I offer thanks to all the people across the entire Rhode Island and national social studies community who have contributed to this social studies GUIDE.

Faith Fogle, Social Studies Coordinator

Rhode Island Department of Elementary and Secondary Education

INTRODUCTION

Since the initial draft version of this GUIDE was disseminated in February 1998, events such as the massacre of students and teachers at Columbine High School and the attacks of September 11, 2001 have underscored the importance of developing civic responsibility in our students to a greater degree than any of us could ever have imagined.

As educators, we must draw upon the combined skills and content of the entire range of the social sciences, namely, history, geography, civics and government, economics and the behavioral sciences (anthropology, sociology and psychology), to equip our students to understand how to organize, interpret and analyze an ever-growing body of knowledge, data and sources. Social studies instruction provides a perfect vehicle for teaching students the content, process and thinking skills to understand cultures and attitudes similar to and different from their own.

In keeping with Rhode Island's longstanding tradition of providing wide latitude to its local school districts in curricular matters, Rhode Island's educational leadership has opted to refer RI social studies educators to a range of social studies standards, including:

- all the national social studies content standards (N.C.S.S., history, geography, civics/government, economics and psychology);
- two (2) sets of social studies standards, Certificate of Initial Mastery (CIM)and Southern Rhode Island Regional Collaborative (SORICO), developed within Rhode Island; and
- the National Board of Professional Teaching Standards (NBPTS) history/social studies standards.

The decision to recommend that teachers and school administrators use national social studies content standards rather than to support the development of Rhode Island's own state social studies standards within a (RI Board of) Regents-endorsed state curriculum frameworks was made in part to encourage local school districts to choose which standards its social studies curriculum would be based upon. The rationale underlying this decision as well as specific guidance as to how Rhode Island local school districts can develop their own standards-based curricula are set out in *Education Standards in Rhode Island: State of Development*, a document prepared by the RI Department of Education's Office of Instruction in the summer, 2001.

PART I

CHAPTERS 1-6

CHAPTER 1

SOCIAL STUDIES

INTRODUCTION:

> Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a cultural diverse, democratic society in an interdependent world.
>
> (N.C.S.S. definition, 1992)

Social Studies is central to the curriculum for elementary and secondary school students. The importance of social studies was well stated by Downey: "No other part of school curriculum is so well endowed to broaden students' intellectual and social horizons, to expand the known universe in which they live." (Time, Space, and Culture) The conceptual rigor and the precision of language inherent in each social science make the social sciences central to the knowledge base needed by educated citizens. Social studies provides essential tools of study, insight into values, and requires the use of logical reasoning in problem solving.

In selecting geography, history, economics and civics as important areas to measure student knowledge, the *Goals 2000* movement in the United States made a commitment to expose students to significant ideas, and to give students practice in formulating civic and societal concepts. Further, the social sciences demonstrate how to use ideas to cope with change. In Social Education, (Oct. 1987), a plea was made for "a more substantial and demanding (social studies) curriculum . . . more help for students to comprehend what is important" to learn.

Charting the Course: Social *Studies for the 21st Century* enumerates that the Social Studies curriculum should enable students to develop:

(1) civic responsibility and active civic participation;
(2) perspectives on their own life experiences so they see themselves as part of the larger human adventure in time and place;
(3) a critical understanding of the history, geography, economic, political and social institutions, traditions, and values of the United States as expressed in both their unity and diversity;
(4) an understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions and values;

(5) critical attitudes and analytical perspectives appropriate to analysis of the human condition.

This document, *A Standards-Based Guide for Social Studies in Rhode Island Schools*, is an invitation to the teachers of Rhode Island to use various standards and approaches in the social studies for planning significant, challenging, effective social studies programs.

SOCIAL STUDIES, RHODE ISLAND'S COMMON CORE of LEARNING AND STATE EDUCATION GOALS

Rhode Island has clearly identified, as the primary goal of K-12 education, the development of "effective and productive citizens." The State's Common Core of Learning document of 1995, as well as the officially adopted state curriculum frameworks in mathematics, science, English/ language arts and health all agree on the preeminence of that goal.

Similarly, the Rhode Island legislature has recognized for decades the importance of the social studies to the state's social, cultural, and political life.

Rhode Island Education Legislation and Social Studies:
Chapter 16 of the General Laws of Rhode Island (R.I.G.L.) specifies the following in R.I.G.L. 16-22-2, the section on "Courses in history and government" found under Chapter 22/CURRICULUM:

16-22-2. Courses in history and government. – The principles of popular and representative government as enunciated in the Constitution of Rhode Island and the Constitution of the United States study shall be taught in all the public schools of this state. The course of study shall be prescribed by the department of elementary and secondary education. Commencing with the fourth grade in elementary schools instruction shall be given in the history and government of Rhode Island, and in every high school thorough instruction shall be given in the Constitution and government of Rhode Island and in the Constitution and government of the United States. No private school or private instruction shall be approved for the purposes of chapter 19 of this title unless the course of study therein shall make provision for instruction substantially equivalent to that required by this chapter for public schools.

In 2000, a new section entitled "Genocide and human rights education" was added to Curriculum Chapter 22 as R.I.G.L. 16-22-22. This section addresses curricular material and guidelines for teaching about genocide and human rights issues by encouraging teachers to use instructional material including but not limited to:

- The transatlantic slave trades and Middle Passage;
- The great hunger period in Ireland;
- The Armenian genocide;
- The Holocaust;
- The Mussolini fascist regime; and
- Other recognized human rights violations.

It must be said that the social studies curriculum provides the most direct, the most responsible, the most salient forum for fostering "effective and productive citizens." While other curriculum areas - mathematics, language arts, science, the arts -- contribute, the goal of effective and productive citizenship is the "sine qua non" of social studies. Life-long participation in civic life and social action is the goal of social studies instruction for each student. "Citizenship" embraces both a political aspect and a social aspect; social studies programs must address these twin dimensions.

In the political arena, "effective and productive citizens" are those who know history, economics, geography, civics, and the social sciences, and use their understanding of those discipline to make reasoned and informed political decisions. An effective social studies program provides knowledge of the concepts and methodologies of these disciplines, and practice for students in making decisions and examining the reasons for, and the consequences of, political choices made by themselves and others.

The "social" dimension of social studies is concerned with a citizen being an active and contributing member of the local community and society at large. Concern for local needs, the requirements of others less fortunate, the care of the environment, all demand a spirit of caring, sharing, helping. For many laymen, this social action aspect is the heart, the "raison d'etre" of the social studies curriculum. It is only half the issue, however; the political dimension is vital to the survival of a democratic society.

The many standards now available to social studies teachers provide a rich tapestry of examples of these two essential elements-the political and the social. There is considerable overlap among the standards included on various lists; that should not be dismaying, but reassuring. In teaching with the standards, one may select those statements which best fit the goals of the particular unit or lesson. Whether one draws on economics, history, social studies, civics, or geography standards -- the important thing is to strive for the excellence-the comprehensive depth--stated in the standard. The important thing is to broaden students' "intellectual and social horizons," to expand their known universe, to challenge students to the full extent of their potential to become "effective and productive citizens."

SOCIAL STUDIES PROGRAM ELEMENTS

Good social studies programs are established on clearly stated goals. Goals are stated in terms of content, (the concepts and generalizations of powerful ideas alluded to above) -- and in terms of process. The standards express this two-fold approach in the questions: "What should students know? What should students be able to do?" Each of the standards documents is clear in expressing the facts, concepts, and principles students should know. There is considerable overlap among the standards documents, providing evidence of general agreement of "what is important to learn."

Lesson plans and units provided in the standards documents, as will as the sample units provided in Section II, illustrate the participatory nature of true social studies learning. The processes of investigation, data gathering, organization of information, application to problems, and communications of results are clearly illustrated over and over again. The units provided suggest appropriate skills to be learned by students. The units make application in real-world scenarios, and suggest ways in which students can receive frequent feedback from teachers.

Social studies provides a world view. Social reality is the heart of social studies; pluralism is the nature of civic life. Students need help to construct a frame of reference which includes perspectives different from their own. They need to develop appreciation for cultural differences. Humans are more alike than different, but humans conduct their lives in a tremendous variety of cultural contexts.

Within the program's unit of study, students must participate in activities which target both knowledge and skills. These activities have serious "rehearsal" value: they help students understand what is expected of a citizen, and provide a safe context in which to practice the roles students will play in the future. Variety in this work prevents unfairly favoring a particular learning style or interest.

The goal of inspiring students to life-long participation in civic life and life-long involvement in local social action drives excellent social studies teaching. Living together in peace cannot be achieved without informed tolerance of cultural differences, and without personal application to civic responsibility and social action.

SCOPE AND SEQUENCE

Social studies instruction has to be organized in a manner that allows for teacher creativity and individuality, while ensuring that all students have access to challenging standards and develop core knowledge and skills.

The most common scope and sequence for social studies content remains the expanding environment model. This has been the most common scope and sequence since the 1940's. In grades K-3, the expanding environment model focuses on topics familiar to children (e.g., themselves, family, community). In grades 4-6, students focus on the regions and history of the United States and countries in the world (e.g., Northeast Region, the Revolution, Ancient Egypt). Middle school and high school students typically have specific courses on United States and world history and geography.

The National Commission on the Social Studies in the Schools' Curriculum Report, *Charting a Course: Social Studies for the 21st Century*, suggests modifications to the expanding environment model as follows:

TIME AND PLACE

Kindergarten	comparative study of families at home and around the globe.
Grade 1	community and the structures and workings of social and political groups.
Grade 2 & 3	broad study of societies in the United States and around the globe.

HISTORY AND GEOGRAPHY

Grade 4 - 6	United States history, world history, and geography (physical and cultural).
Grade 7	local community.
Grade 8	United States history-political and economic development.

UNITED STATES AND WORLD HISTORY

Grade 9	United States and World history and geography to 1750- focus on a comparative look at major civilizations beginning with hunting and gathering societies, consequences of cultural contact between the Old and New Worlds after Columbus, colonial history and geography.
Grade 10	United States and World history and geography from 1750 to 1900- focus on transformation of modern times by democratic, industrial and technological revolutions and the effects of population growth and movement.

Grade 11	United States and World history-focus on 20th Century democracy, industrial-technological revolution, demographic shifts resulting from improved health care, transportation, and changed family relationships.
Grade 12	Government and Economics-focus on founding documents of the United States and a comparative look at the world's competing political and economic systems. Electives at this level include psychology, sociology, anthropology, a multi-discipline study of contemporary issues, and supervised experiences in community service.

TEACHING AND LEARNING STRATEGIES IN THE SOCIAL STUDIES

Effective social studies programs provide multiple, active and authentic learning experiences. The use of reading, writing, drama, role playing, educational games, service learning projects, multimedia and the Internet help to engage students in learning. The use of literature at all levels of instruction, grades K-12, makes historical periods come alive.

Primary sources such as letters, diaries, government documents, as well as the use of historical fiction can provide students with multiple perspectives of the event being studied, providing them with a richer understanding of the events. Student writing is also an effective way for students to explore a topic in depth. Considering the increasing use of portfolio assessment in writing and in other curriculum areas, writing on a social studies topic, well researched and reflected upon, can be a powerful learning experience and assessment technique.

Regardless of whether teachers are using primary source materials, textbooks, student magazines, newspapers or the Web, it is expository reading that is used in all these materials. Since expository reading is the type of reading most often used in social studies instruction, social studies teachers therefore share responsibility for teaching expository reading skills to their students.

The Wisconsin Department of Public Instruction's document Planning Curriculum in Social Studies (2001) offers some excellent *reading for meaning strategies* in its chapter on "Teaching and Learning Strategies" (pp. 222-230), including:

- Structured Note Taking
- Social Studies Skill Builders
- Concept Definition Mapping
- Use of Primary Sources

This same chapter provides detailed information on additional *project work strategies* in social studies instruction (pp. 242-252), specifically on use of:

- WebQuests
- Culminating (End-of-the-Unit) Projects
- Cooperative Group Investigation (based on Spencer Kagan's Co-op Co-op.)
- Service Learning Activities

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CHAPTER 2

CONTENT STANDARDS IN THE SOCIAL STUDIES ARENA

Much attention has been given across the nation to the issue of content standards for education. Content standards specify what students should know and be able to do. At the national level, the first effort to create voluntary national subject matter standards was launched by the National Council of Teachers of Mathematics (NCTM) and the Mathematical Sciences Education Board. The first document to result from this effort was released in 1989 and titled Curriculum and Evaluation Standards for School Mathematics.

Subsequent to the NCTM mathematics content standards, a variety of professional organizations and coalitions sought federal or other sources of funds to produce and promote subject matter standards. A variety of such initiatives have centered around the social studies. Each of the respective social studies discipline documents is briefly described here along with contact information. Readers are encouraged to obtain the various documents and use them in planning for local curriculum and social studies programming.

At the heart of curriculum frameworks are content standards. Curriculum frameworks serve as a guide for planning, supporting, implementing and evaluating programs whereas content standards represent a common destination for all students in the respective subject areas. The frameworks also connect these standards to other critical pieces of the teaching-learning process, such as assessments, which measure student progress and performance in relation to content standards; professional development; resources and materials; and other system support. The frameworks provide only a guide; districts and schools retain the freedom to vary the curriculum, instruction and assessment while aiming for the common goals outlined in the frameworks.

We begin in Rhode Island with high expectations for all students. Helping all students reach high standards demands appropriate support and accommodation. In the past, certain groups of students have had limited opportunities to reach high standards. Demands of the workplace and the world now require that all students have more and higher skills to succeed; expecting a minimum is not sufficient. Districts are encouraged to provide teachers with the support needed to implement curricula and to adopt instructional approaches and assessment strategies to meet the needs of diverse learners.

The following standards* are outlined in this chapter:

1. National Standards for Psychology/American Psychological Association - 1995
2. Expectations of Excellence/Curriculum Standards for Social Studies (N.C.S.S. Standards) - 1994
3. National Standards for Civics and Government – 1994
4. Voluntary National Content Standards in Economics (EconomicsAmerica) - 1997
5. Geography for Life/National Geography Standards - 1994
6. National Standards for History - 1996
7. National Board for PROFESSIONAL TEACHING STANDARDS (NBPTS) - 2001
8. Social Studies Standards/Certificate of Initial Mastery (CIM) - 1999
9. Applied Learning Standards (from the NEW STANDARDS/PERFORMANCE STANDARDS DOCUMENT) - 1997
10. SORICO K-12 Social Studies Standards - 1998 (DRAFT)

*NOTE: All of these standards are national *except* for the Rhode Island Certificate of Mastery (CIM) Social Studies Standards, developed by the Rhode Island Skills Commission, and the SORICO K-12 Social Studies Standards developed by the Southern Rhode Island Regional Collaborative.

NATIONAL STANDARDS FOR PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION

1995

Publication Title: National Standards for the Teaching of High School Psychology

Contact:
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
www.apa.org/ed/hscontents.html

Development: The American Psychological Association (APA) commissioned the Task Force for the Development of National High School Psychology Standards in 1995 to develop standards that identify what students in an introductory high school psychology course should learn. Members of the task force were chosen by the APA Education and Science directorates to represent experienced psychology educators at the secondary and university levels as well as other scientists in the profession.

Purpose: These standards provide guidelines for the organization of content and learning expectations in teaching an introduction to psychology at the high school level.

Standards for High School Students:

Standard Area: Introduction and Research Methods

After concluding this unit, students understand:

- Contemporary perspectives used by psychologists to understand behavior and mental processes in context
- Major subfields and career opportunities that comprise psychology
- Research strategies used by psychologists to explore behavior and mental processes
- Purpose and basic concepts of statistics
- Ethical issues in research with human and other animals that are important to psychologists
- Development of psychology as an empirical science

Standard Area: Biological Bases of Behavior

CONTENT STANDARD 1: Structure and function of the neuron

Contemporary perspectives used by psychologists to understand behavior and mental processes in context

CONTENT STANDARD 2: Organization of the nervous system

Content Standard 2: Major subfields and career opportunities that comprise psychology

CONTENT STANDARD 3: Hierarchical organization of the structure and function of the brain

Content Standard 3: Research strategies used by psychologists to explore behavior and mental processes.

CONTENT STANDARD 4: Technologies and clinical methods for studying the brain

Content Standard 4: Purposes and basic concepts of statistics.

CONTENT STANDARD 5: Specialized functions of the brain's hemispheres

Content Standard 5: Ethical issues in research with human and other animals that are important to psychologists.

CONTENT STANDARD 6: Structure and function of the endocrine system

Content Standard 6: Development of psychology as an empirical science

CONTENT STANDARD 7: How heredity interacts with environment to influence behavior

CONTENT STANDARD 8: How psychological mechanisms are influenced by evolution

Standard Area: Sensation and Perception

CONTENT STANDARD 1: Basic concepts explaining the capabilities and limitations of sensory processes

CONTENT STANDARD 2: Interaction of the person and the environment in determining perception

CONTENT STANDARD 3: Nature of attention

Standard Area: Motivation and Emotion

CONTENT STANDARD 1: Motivational concepts

CONTENT STANDARD 2: Biological and environmental cues instigating basic drives or motives

CONTENT STANDARD 3: Major theories of motivation

CONTENT STANDARD 4: Interaction of biological and cultural factors in the development of motives

CONTENT STANDARD 5: Role of values and expectancies in determining choice and strength of motivation

CONTENT STANDARD 6: Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects

CONTENT STANDARD 7: Effects of motivation and emotion on perception, cognition, and behavior

Standard Area: Stress, Coping, and Health

CONTENT STANDARD 1: Sources of stress

CONTENT STANDARD 2: Physiological reactions to stress

CONTENT STANDARD 3: Psychological reactions to stress

CONTENT STANDARD 4: Cognitive and behavioral strategies for dealing with stress and promoting health

Standard Area: Lifespan Development

CONTENT STANDARD 1: Development as a lifelong process

CONTENT STANDARD 2: Research techniques used to gather data on the developmental process

CONTENT STANDARD 3: Stage theories of development

CONTENT STANDARD 4: Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)

CONTENT STANDARD 5: Impact of technology on aspects of the lifespan

Standard Area: Learning

CONTENT STANDARD 1: Characteristics of learning

CONTENT STANDARD 2: Principles of classical conditioning

CONTENT STANDARD 3: Principles of operant conditioning

CONTENT STANDARD 4: Components of cognitive learning

CONTENT STANDARD 5: Roles of biology and culture in determining learning

Standard Area: Memory

CONTENT STANDARD 1: Encoding, or getting information into memory

CONTENT STANDARD 2: Short-term and long-term memory systems

CONTENT STANDARD 3: Retrieval, or getting information out of memory

CONTENT STANDARD 4: Biological bases of memory

CONTENT STANDARD 5: Methods for improving memory

Standard Area: Thinking and Language

CONTENT STANDARD 1: Basic elements comprising thought

CONTENT STANDARD 2: Strategies and obstacles involved in problem solving and decision making

CONTENT STANDARD 3: Structural features of language

CONTENT STANDARD 4: Theories and developmental stages of language acquisition

CONTENT STANDARD 5: Links between thinking and language

Standard Area: States of Consciousness

CONTENT STANDARD 1: Characteristics of sleep and theories that explain why we sleep

CONTENT STANDARD 2: Theories used to explain and interpret dreams

CONTENT STANDARD 3: Basic phenomena and uses of hypnosis

CONTENT STANDARD 4: Categories of psychoactive drugs and their effects

Standard Area: Individual Differences

CONTENT STANDARD 1: Concepts related to measurement of individual differences

CONTENT STANDARD 2: Influence and interaction of heredity and environment on individual differences

CONTENT STANDARD 3: Nature of intelligence

CONTENT STANDARD 4: Nature of intelligence testing

Standard Area: Personality and Assessment

CONTENT STANDARD 1: What is meant by personality and personality constructs

CONTENT STANDARD 2: Personality approaches and theories

CONTENT STANDARD 3: Assessment tools used in personality

Standard Area: Psychological Disorders

CONTENT STANDARD 1: Characteristics and origins of abnormal behavior

CONTENT STANDARD 2: Methods used in exploring abnormal behavior

CONTENT STANDARD 3: Major categories of abnormal behavior

CONTENT STANDARD 4: Impact of mental disorders

Standard Area: Treatment of Psychological Disorders

CONTENT STANDARD 1: Prominent methods used to treat people with disorders

CONTENT STANDARD 2: Types of practitioners who implement treatment

CONTENT STANDARD 3: Legal and ethical challenges involved in delivery of treatment

Standard Area: Social and Cultural Dimensions of Behavior

CONTENT STANDARD 1: Social judgment and attitudes

CONTENT STANDARD 2: Social and cultural categories

CONTENT STANDARD 3: Group processes

CONTENT STANDARD 4: Social influence

EXPECTATIONS OF EXCELLENCE: CURRICULUM STANDARDS FOR SOCIAL STUDIES

1994

National Council for the Social Studies

Publication Title: Expectations Of Excellence: Curriculum Standards For Social Studies (N.C.S.S.)

Contact: National Council for the Social Studies
3501 Newark Street, NW
Washington, D.C. 20016
http://www.ncss.org/standards/stitle.html

Development: A National Council for the Social Studies task force of teachers from elementary, middle, and high school levels; university and college teacher educators; and state and school district social studies supervisors. The Task Force Chair is Donald Schneider. Other members are Susan A. Adler, R. Beery, Gloria Ladson-Billings, William R. Fernekes, Michael Hartoonian, Mary A. McFarland, Gerald Marker, Marjorie A. Montgomery, Pat Nickell, and Corrinne Tevis.

Purpose: "The national curriculum standards in the social studies are designed to answer...what students should be taught, how they will be taught, and how students achievement will be evaluated. These standards...define what students should be learning in social studies programs in the early grades, middle grades, and high school. Teachers and curriculum designers are encouraged first to establish their program frameworks using the social studies standards as a guide, and then to use the standards from history, geography, civics, economics, and others to guide the development of grade level strands and courses."

Note: For elaboration of learning expectations at early, middle and high school levels, see Expectations of Excellence.

Standards

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, & Change
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

People, Places & Environments

Social studies programs should include experiences that provide for the study of people, places, and environments.

Individual Development & Identity

Social studies programs should include experiences that provide for the study of individual development and identity.

Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Power, Authority & Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance.

Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Science, Technology & Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence.

Civic Ideals & Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

1994

Center for Civic Education

Publication Title: National Standards for Civics and Government

Contact: Center for Civic Education
5146 Douglas Fir Road
Calabasas, California 91302-1467
http://www.civiced.org

Development: Center for Civic Education with financial support from the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education and The Pew Charitable Trusts. The Project Executive Director is Charles N. Quigley.

Purpose: "These (voluntary national standards) are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy."

Content Standards:

K-4 Content Standards: At the K-4 level, the content standards are arranged by five topics. Each standard has a Content Summary and Rationale, a statement of the Content Standard, and multiple indicators/benchmarks of what students should be able to do with this knowledge.

Topic 1: What is government and what should it do?

Standards:
Defining government. *Students should be able to provide a basic description of government.*

Defining power and authority. Students should be able to explain the difference between authority and power without authority, and that authority comes from custom, law, and the consent of the governed.

Necessity and purpose of government. Students should be able to explain why government is necessary in their classroom, school, community, state, and nation, and the basic purposes of government in the United States.

Functions of government. Students should be able to explain some of the major things governments do in their school, community, state, and nation.

Purposes of rules and laws. Students should be able to explain the purposes of rules and laws and why they are important in their classroom, school, community, state, and nation.

Evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws.

Limited and unlimited governments. Students should be able to explain the basic differences between limited and unlimited governments.

Importance of limited government. Students should be able to explain why limiting the powers of government is important to their own lives.

Topic 2: What are the basic values and principles of American democracy?

Standards:
Fundamental values and principles. Students should be able to explain the importance of the fundamental values and principles of American democracy.

Distinctive characteristics of American society. Students should be able to identify some important beliefs commonly held by Americans about themselves and their government.

American identity. Students should be able to explain the importance of Americans sharing and supporting certain values, principles, and beliefs.

Diversity in American society. Students should be able to describe diversity in the United States and identify its benefits.

Prevention and management of conflicts. Students should be able to identify and evaluate ways conflicts about diversity can be prevented and managed.

Promoting ideals. Students should be able to identify ways people can work together to promote the values and principles of American democracy.

Topic 3: How does the government established by the constitution embody the purposes values and principles of American democracy?

Standards:
The meaning and importance of the United States Constitution. Students should be able to describe what the United States Constitution is and why it is important.

Organization and major responsibilities of the national government. Students should be able to give examples of ways the national government protects individual rights and promotes the common good.

Organization and major responsibilities of state governments. Students should be able to explain the most important responsibilities of their state government.

Organization and major responsibilities of local governments. Students should be able to explain the most important responsibilities of their local government.

Identifying members of government. Students should be able to identify the members of the legislative branches and the heads of the executive branches of their local, state, and national governments.

Topic 4: What is the relationship of the United States to other nations and to world affairs?

Standards:
Nations. Students should be able to explain that the world is divided into different nations, which interact with one another.

Interaction among nations. Students should be able to explain the major ways nations interact with one another.

Topic 5: What are the roles of the citizen in American democracy:

Standards:
The meaning of citizenship. Students should be able to explain the meaning of citizenship in the United States.

Becoming a citizen. Students should be able to explain how one becomes a citizen of the United States.

Rights of individuals. Students should be able to explain why certain rights are important to the individual and to a democratic society.

Responsibilities of individuals. Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation.

Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy. Students should be able to explain the importance of certain dispositions to themselves and American democracy.

Forms of participation. Students should be able to describe the means by which citizens can influence the decisions and actions of their government.

Political leadership and public service. Students should be able to explain the importance of political leadership and public service in their school, community, state, and nation.

Selecting leaders. Students should be able to explain and apply criteria useful in selecting leaders in their school, community, state, and nation.

5-8 Content Standards: These content standards are arranged into five topics. Each standard has a Content Summary and Rationale, a statement of the Content Standard, and multiple indicators/benchmarks of what students should be able to do with this knowledge.

Topic 1: What are Civic Life, Politics, and Government?

Standards:
Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government.

Necessity and purpose of government. Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

Limited and unlimited governments. Students should be able to describe the essential characteristics of limited and unlimited government.

The rule of law. Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good.

Concepts of "constitution." Students should be able to explain alternative uses of the term "constitution" and to distinguish between governments with a constitution and a constitutional government.

Purposes and uses of constitutions. Students should be able to explain the various purposes constitutions serve.

Conditions under which constitutional government flourishes. Students will be able to explain those conditions that are essential for the flourishing of constitutional government.

Shared powers and parliamentary systems. Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.

Confederal, federal, and unitary systems. Students should be able to explain the advantages and disadvantages of confederal, federal, and unitary systems of government.

Topic 2: What are the Foundations of the American Political System?

Standards:
The American idea of constitutional government. Students should be able to explain the essential ideas of American constitutional government.

Distinctive characteristics of American society. Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.

The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society.

Diversity in American society. Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life. American identity. Students should be able to explain the importance of shared political values and principles to American society.

The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity.

Fundamental values and principles. Students should be able to explain the meaning and importance of the fundamental values and principles of American democracy.

Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict.

Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities.

Topic 3: How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

Standards:
Distributing, sharing, and limiting powers of the national government. Students should be able to explain how the powers of the national government are distributed, shared, and limited.

Sharing of powers between the national and state governments. Students should be able to explain how and why powers are distributed and shared between national and state governments in the federal system.

Major responsibilities for domestic and foreign policy. Students should be able to explain the major responsibilities of the national government and foreign policy.

Financing the government through taxation. Students should be able to explain the necessity of taxes and the purposes for which taxes are used.

State governments. Students should be able to explain why states have constitutions, their purposes, and the relationship of state constitutions to federal constitutions.

Organization and responsibilities of state and local governments. Students should be able to describe the organization and major responsibilities of state and local governments.

Who represents you in legislative and executive branches of your local, state, and national governments? Students should be able to identify their representatives in the legislative branches as well as the heads of the executive branches of their local, state, and national governments.

The place of law in American society. Students should be able to explain the importance of law in the American constitutional system.

Criteria for evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws.

Judicial protection of the rights of individuals. Students should be able to evaluate, take, and defend positions on current issues regarding judicial protection of individual rights.

The public agenda. Students should be able to explain what is meant by the public agenda.

Political communication. Students should be able to evaluate, take, and defend positions on the influence of the media on American political life.

Political parties, campaigns, and elections. Students should be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.

Associations and groups. Students should be able to explain how interest groups, unions, and professional organizations provide opportunities for citizens to participate in the political process.

Forming and carrying out public policy. Students should be able to explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.

Topic 4: What is the Relationship of the United States to Other Nations and to World Affairs?

Standards:
Nation-states. Students should be able to explain how the world is organized politically.

Interaction among nation-states. Students should be able to explain how nation-states interact with each other.

United States' relations with other nation-states. Students should be able to explain how the United States foreign policy is made and the means by which it is carried out.

International organizations. Students should be able to explain the role of major international organizations in the world today.

Impact of the American concept of democracy and individual rights on the world. Students should be able to describe the influence of American political idea on other nations.

Political, demographic, and environmental developments. Students should be able to explain the effects of significant political, demographic, and environmental trends in the world.

Topic 5: What are the Roles of the Citizen in American Democracy?

Standards:
The meaning of citizenship. Students should be able to explain the meaning of American citizenship.

Becoming a citizen. Students should be able to explain how one becomes a citizen of the United States.

Personal rights. Students should be able to evaluate, take, and defend positions on the issue involving personal rights.

Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights.

Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights.

Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.

Personal responsibilities. Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.

Civic responsibilities. Students should be able to evaluate, take, and defend Positions on the importance of civic responsibilities to the individual and society.

Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. Students should be able to evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy.

Participation in civic and political life and the attainment of individual and public goals. Students should be able to explain the relationship between participating in civic and political life and the attainment of individual and public goals.

The difference between political and social participation. Students should be able to explain the difference between political and social participation.

Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government.

Political leadership and public service. Students should be able to explain the importance of political leadership and public service in a constitutional democracy.

Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy.

9-12 Content Standards: These content standards are arranged into five topics. Each standard has a Content Summary and Rationale, a statement of the Content Standard, and multiple indicators/benchmarks of what students should be able to do with this knowledge.

Topic 1: What are Civic Life, Politics, and Government?

Standards:
Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government. Necessity and purpose of government. Students should be able to explain the major arguments advanced for the necessity of politics and government.

Limited and unlimited governments. Students should be able to explain the essential characteristics of limited and unlimited government.

The rule of law. Students should be able to evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.

Civil society and government. Students should be able to explain and evaluate the argument that civil society is a prerequisite of limited government.

The relationship of limited government to political and economic freedom. Students should be able to explain and evaluate competing ideas regarding the relationship between political and economic freedoms.

Concepts of "constitution." Students should be able to explain different uses of the term "constitution" and to distinguish between governments with a constitution and a constitutional government.

Purposes and uses of constitutions. Students should be able to explain the various purposes served by constitutions.

Conditions under which constitutional government flourishes. Students should be able to evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.

Shared powers and parliamentary systems. Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.

Confederal, federal, and unitary systems. Students should be able to explain the advantages and disadvantages of confederal, federal, and unitary systems of government.

Nature of representation. Students should be able to evaluate, take, and defend positions on how well alternative forms of representation serve the purposes of constitutional government.

Topic 2: What are the Foundations of the American Political System?

Standards:
The American idea of constitutional government. Students should be able to explain the central ideas of American constitutional government and their history.

How American constitutional government has shaped the character of American society. Students should be able to explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities.

Distinctive characteristics of American society. Students should be able to Explain how the following characteristics tend to distinguish American society from most other societies.

The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society.

The role of organized groups in political life. Students should be able to evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life.

Diversity in American society. Students should be able to evaluate, take, and defend positions on issues regarding diversity in American life.

American national identity and political culture. Students should be able to explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society.

Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent it or lower its intensity.

Liberalism and American constitutional democracy. Students should be able to explain the meaning of the terms "liberal" and "democracy" in the phrase "liberal democracy."

Republicanism and American constitutional democracy. Students should be able to explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy.

Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.

Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict.

Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.

Topic 3: How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

Standards:
Distributing governmental power and preventing its abuse. Students should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.

The American federal system. Students should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.

The institutions of the national government. Students should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.

Major responsibilities of the national government in domestic and foreign policy. Students should be able to evaluate, take, and defend positions on issues regarding the major responsibilities of the national government for domestic and foreign policy.

Financing the government through taxation. Students should be able to evaluate, take, and defend positions on issues regarding how government should raise money to pay for its operations and services.

The constitutional status of state and local governments. Students should be able to evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.

Organization of state and local governments. Students should be able to evaluate, take, and defend positions on issues regarding the relationships between state and local governments and citizen access to those governments.

Major responsibilities of state and local governments. Students should be able to identify the major responsibilities of their state and local governments and evaluate how well they are being fulfilled.

The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system.

Judicial protection of the rights of individuals. Students should be able to evaluate, take, and defend positions on current issues regarding judicial protection of individual rights.

The public agenda. Students should be able to evaluate, take, and defend positions about how the public agenda is set.

Public opinion and the behavior of the electorate. Students should be able to evaluate, take, and defend positions about the role of public opinion in American politics.

Political communication: television, radio, the press, and political persuasion. Students should be able to evaluate, take, and defend positions on the influence of the media on American political life.

Political parties, campaigns, and elections. Students should be able to evaluate, take, and defend positions about the roles of political parties, campaigns, and elections in American politics.

Associations and groups. Students should be able to evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics.

Forming and carrying out public policy. Students should be able to evaluate, take, and defend positions about the formation and implementation of public policy.

Topic 4: What is the Relationship of the United States to Other Nations and to World Affairs?

Standards:
Nation-states. Students should be able to explain how the world is organized politically.

Interaction among nation-states. Students should be able to explain how nation-states interact with each other.

International organizations. Students should be able to evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.

The historical context of United States foreign policy. Students should be able to explain the principal foreign policy positions of the United States and evaluate their consequences.

Making and implementing United States foreign policy. Students should be able to evaluate, take, and defend positions about how United States foreign policy is made and the means by which it is carried out.

The ends and means of United States foreign policy. Students should be able to evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

Impact of the American concept of democracy and individual rights on the world. Students should be able to evaluate, take, and defend positions about the impact of American political ideas on the world.

Political developments. Students should be evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations.

Economic, technological, and cultural developments. Students should be able to evaluate, take, and defend positions about the effects of significant economic, technological, and cultural developments in the United States and other nations.

Demographic and environmental developments. Students should be able to evaluate, take, and defend positions about what the response of American government at all levels should be to world demographic an environmental developments.

United States and international organizations. Students should be able to evaluate, take, and defend positions about what the relationship of the United States should be to international organizations.

Topic 5: What are the Roles of the Citizen in American Democracy?

Standards:
The meaning of citizenship. Students should be able to explain the meaning of Citizenship in the United States.

Becoming a citizen. Students should be able to evaluate, take, and defend positions on issues regarding the criteria used for naturalization.

Personal rights. Students should be able to evaluate, take, and defend positions on issue involving personal rights.

Political rights. Students should be able to evaluate, take, and defend positions on issues regarding political rights.

Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights.

Relationship among personal, political, and economic rights. Students should be able to evaluate, take, and defend positions on the relationship among personal, political, and economic rights.

Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.

Personal responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.

Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society.

Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity.

Dispositions that incline the citizen to public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs.

Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs.

The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take, and defend positions on the relationship between politics and the attainment of individual and public goals.

The difference between political and social participation. Students should be able to explain the difference between political and social participation.

Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.

Political leadership and public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy.

Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy.

VOLUNTARY NATIONAL CONTENT STANDARDS IN ECONOMICS

1997

EconomicsAmerica/National Council on Economic Education

Publication Title: Voluntary National Content Standards in Economics

Contact: National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036
http://www.economicsamerica.org/STANDARDS.html
Virtual Economics, Version 2.0 (CD-ROM disc)

Development: A coalition of representatives from the National Council on Economic Education, its network of affiliated councils and centers, the National Association of Economic Educators, the Foundation for Teaching Economics, and the American Economic Association's Committee on Economic Education. Financial support was provided by the Calvin K. Kazanjian Economics Foundation, Inc., the AT&T Foundation, and the Foundation for Teaching Economics. The Project Director is Bonnie Meszaros.

Purpose: "The purpose of the Voluntary National Content Standards in Economics is to help raise the quality of economic education in America's schools (four total). (They) provide a tool for educators, specifying what students, kindergarten through grade 12, should learn about basic economics and the economy as they go through school, so that they will be better informed workers, consumers and producers, savers and investors, and most important, citizens."

Content Standards: There are 20 standards organized around the essential principles of economics. Skills as well as content play an important part in developing economic reasoning. Rationales for each standard and multiple benchmarks for grades 4, 8, and 12 of specific content knowledge and the skills/abilities that comprise the overall standard are provided.

Standard 1 Productive resources are limited. Therefore, people can not have all the goods and services they want; as a result, they must choose some things and give up others.

Standard 2 Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.

Standard 3 Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.

Standard 4 People respond predictably to positive and negative incentives.

Standard 5 Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations.

Standard 6 When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

Standard 7 Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

Standard 8 Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

Standard 9 Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

Standard 10 Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.

Standard 11 Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

Standard 12 Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.

Standard 13 Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

Standard 14 Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is and important incentive that leads entrepreneurs to accept the risks of business failure.

Standard 15 Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.

Standard 16 There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

Standard 17 Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.

Standard 18 A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.

Standard 19 Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.

Standard 20 Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

GEOGRAPHY FOR LIFE:
NATIONAL GEOGRAPHY STANDARDS

1994

Geography Education Standards Project

Publication Title: Geography for Life: National Geography Standards

Contact: National Geographic Society
P.O. Box 1640
Washington, D.C. 20013-1640
http://www.tapr.org/-ird/Nordick/Standards.html

Development: Geography Education Standards Project on behalf of the American Geographical Society, Association of American Geographers, National Council for Geographic Education and National Geographic Society with financial support from the U.S. Department of Education, the National Endowment for the Humanities, and the National Geographic Society. Executive Director is Anthony R. de Sousa.

Purpose: "The objective of these standards is to develop world-class levels of understanding of geography which will be useful in the context of workplace, voter's booth, and people's lives in the United States. Standards from other countries have been taken into account in setting reference levels, but we are committed to the idea that the National Geography Standards must address what America needs and wants."

Content Standards:

The World in Spatial Terms

Standard 1 How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Standard 2 How to use mental maps to organize information about people, places, and environments in a spatial context

Standard 3 How to analyze the spatial organization of people, places, and environments on the Earth's surface

Places and Regions

Standard 4 The physical and human characteristics of places

Standard 5 That people create regions to interpret Earth's complexity

Standard 6 How culture and experience influence people's perceptions of places and regions

Physical Systems

Standard 7 The physical processes that shape the patterns of Earth's surface

Standard 8 The characteristics and spatial distribution of ecosystems on Earth's surface

Human Systems

Standard 9 The characteristics, distribution, and migration of human populations on Earth's surface

Standard 10 The characteristics, distribution, and complexity or Earth's cultural mosaics

Standard 11 The patterns and networks of economic interdependence on Earth's surface

Standard 12 The processes, patterns, and functions of human settlement

Standard 13 How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Environment and Society

Standard 14 How human actions modify the physical environment

Standard 15 How physical systems affect human systems

Standard 16 The changes that occur in the meaning, use, distribution, and importance of resources

The Uses of Geography

Standard 17 How to apply geography to interpret the past

Standard 18 How to apply geography to interpret the present and plan for the future

For standards specifically for grades K-4, grades 5-8, and grades 9-12 consult chapters 5 – 7 in Geography for Life: National Geography Standards. Each of the 18 standards in each of the grade level grouping contains:

multiple statements of specific content knowledge the student understands

multiple statements of specific skills with benchmarks the student is able to do

NATIONAL STANDARDS FOR HISTORY

1996

National Center for History in Schools

Publication Title: National Standards for History (Basic Edition)

Contact: National Center for History in the Schools
UCLA, Department of History
405 Hilgard Avenue
Los Angeles, CA 900024-1473
http://www.sscnet.ucla.edu/nchs/hstocb.

Note: Following the controversy over the history standards released in 1994 as three separate volumes (Expanding Children's World in Time and Space (K-4), National Standards for United States History (grades 5-12), and National Standards for World History (grades 5-12), the standards have now been revised. This single, 215-page publication is the official standards document, replacing the three original volumes. Most of the teaching and class activity suggestions that were in the original volumes are omitted from this revised volume but can be purchased separately.

Development: Administered by the National Center for History in the Schools at the University of California, Los Angeles under the guidance of the National Council for History Standards. Financial support was provided by the National Endowment for the Humanities and the Office of Educational Research and Improvement of the U.S.Department of Education. Co-directors of the project are Gary B. Nash and Charlotte Crabtree.

National Standards for History grades K-4: The standards are divided into standards in historical thinking followed by four topics.

Standards of historical thinking for grades K-4:

Standard 1 Chronological Thinking

Distinguish between past, present, and future time.
Identify the temporal structure of a historical narrative or story.
Establish temporal order in constructing students' own historical narratives.

Measure and calculate calendar time.
Interpret data presented in time lines.
Create time lines.
Explain change and continuity over time.

Standard 2 Historical Comprehension

Identify the author or source of the historical document or narrative.
Reconstruct the literal meaning of a historical passage.
Identify the central question(s) the historical narrative addresses.
Read historical narratives imaginatively.
Appreciate historical perspectives.
Draw upon data in historical maps.
Draw upon visual and mathematical data presented in graphs.
Draw upon visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3 Historical Analysis and Interpretation

Formulate questions to focus their inquiry or analysis.
Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
Analyze historical fiction.
Distinguish between fact and fiction.
Compare different stories about a historical figure, era, or event.
Analyze illustrations in historical stories.

Standard 4 Historical Research Capabilities

Formulate historical questions.
Analyze the interests and values of the various people involved.
Interrogate historical data.
Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

Standard 5 Historical Issues—Analysis and Decision-Making

Identify problems and dilemmas in the past.
Analyze the interests and values of the various people involved.
Identify causes of the problem or dilemma.
Propose alternative choices for addressing the problem.
Formulate a position or course of action on an issue.
Identify the solution chosen.
Evaluate the consequences of a decision.

STANDARDS IN HISTORY FOR GRADES K- 4

Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Standard 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago

Standard 2: History of Students' Local Community and How Communities in North America Varied Long Ago

Topic 2: The History of the Students' Own State or Region

Standard 3: The People, Events, Problems, and Ideas that Created History of Their State

Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage

Standard 4: How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols

Standard 5: The Causes and Nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago

Standard 6: Regional Folklore and Cultural Contributions That Helped to Form our National Heritage

Topic 4: The History of Peoples of Many Cultures Around the World

Standard 7: Selected attributes and Historical Developments of Various Societies in Africa, the Americas, Asia and Europe

Standard 8: Major discoveries in Science and Technology, their Social and Economic Effects and the Scientists and Inventors Responsible for Them

National Standards for History grades 5-12: The standards are divided into standards in historical thinking followed by four topics.

Standard 1 Chronological Thinking

Distinguish between past, present, and future time.
Identify in historical narratives the temporal structure of a historical narrative or story.
Establish temporal order in constructing historical narratives of their own.

Measure and calculate calendar time.
Interpret data presented in time lines.
Reconstruct patterns of historical succession and duration.
Compare alternative models for periodization.

Standard 2 Historical Comprehension

Reconstruct the literal meaning of a historical passage.
Identify the central question(s) the historical narrative addresses.
Read historical narratives imaginatively.
Evidence historical perspectives.
Draw upon data in historical maps.
Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
Draw upon visual, literary, and musical sources.

Standard 3 Historical Analysis and Interpretation

Identify the author or source of the historical document or narrative.
Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
Differentiate between historical facts and historical interpretations.
Consider multiple perspectives.
Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
Challenge arguments of historical inevitability.
Compare competing historical narratives.
Hold interpretations of history as tentative.
Evaluate major debates among historians.
Hypothesize the influence of the past.

Standard 4 Historical Research Capabilities

Formulate historical questions.
Obtain historical data.
Interrogate historical data.
Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Standard 5 Historical Issues—Analysis and Decision-Making

Identify the issues and problems in the past.
Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.

Identify relevant historical antecedents.
Evaluate alternative courses of action.
Formulate a position or course of action on an issue.
Evaluate the implementation of a decision.

UNITED STATES HISTORY STANDARDS FOR GRADES 5-12

Era 1: Three Worlds Meet (Beginnings to 1620)

Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.

Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

Era 2: Colonization and Settlement (1585-1763)

Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control on North America and the Caribbean.

Standard 2: How political, religious, and social institutions emerged in the English colonies.

Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.

Era 3: Revolution and the New Nation (1754-1820s)

Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Standard 2: The impact of the American Revolution on politics, economy and society.

Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S Constitution and the Bill of Rights.

Era 4: Expansion and Reform (1801-1861)

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

Standard 3: The extension, restriction, and reorganization of political democracy after 1800.

Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period.

Era 5: Civil War and Reconstruction (1850-1877)

Standard 1: The causes of the Civil War

Standard 2: The course and character of the Civil War and its effects on the American people.

Standard 3: How various reconstruction plans succeeded or failed.

Era 6: The Development of the Industrial United States (1870-1900)

Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

Standard 2: Massive immigration after 1870 and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity.

Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes.

Standard 4: Federal Indian policy and the United States foreign policy after the Civil War.

Era 7: The Emergency of Modern America (1890-1930)

Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

Standard 2: The changing role of the United States in world affairs through World War I

Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression.

Era 8: The Great Depression and World War II (1929-1945)

Standard 1: The causes of the Great Depression and how it affected American Society.

Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Era 9: Postwar United States (1945 to early 1970s)

Standard 1: The economic boom and social transformation of postwar United States

Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

Standard 3: Domestic policies after World War II

Standard 4: The struggle for racial and gender equality and the extension of civil liberties

Era 10: Contemporary United States (1968 to the Present)

Standard 1: Recent developments in foreign and domestic polities

Standard 2: Economic, social, and cultural developments in contemporary United States

WORLD HISTORY STANDARDS FOR GRADES 5 – 12

Era 1: The Beginnings of Human Society

Standard 1: The biological and cultural processes that gave rise to the earliest human communities.

Standard 2: The process that led to the emergency of agricultural societies around the world.

Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

Standard 1: The biological and cultural processes that gave rise to the earliest human communities.

Standard 2: The processes that led to the emergency of agricultural societies around the world.

Era 2: Early Civilizations and the Emergence of Patoral Peoples, 4000-1000 BCE

Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus Valley.

Standard 2: How agrarian societies spread and new states emerged in the third and second millennia BCE.

Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

Standard 1: Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith.

Standard 2: The emergency of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.

Standard 3: How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.

Standard 4: The development of early agrarian civilizations in Mesoamerica.

Standard 5: Major global trends from 1000 BCE-300 CE.

Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE

Standard 1: Imperial crises and their aftermath, 300-700 CE.

Standard 2: Causes and consequences of the rise of Islamic civilization in the 7th – 10th centuries.

Standard 3: Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE.

Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE.

Standard 5: The development of agricultural societies and new states in tropical Africa and Oceania.

Standard 6: The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE.

Standard 7: Major global trends from 3000-1000 CE.

Era 5: Intensified Hemispheric Interactions, 1000-1500 CE

Standard 1: The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.

Standard 2: The redefining of European society and culture, 1000-1300 CE.

Standard 3: The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1300.

Standard 4: The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.

Standard 5: Patterns of crisis and recovery in Afro-Eurasia, 1300-1450.

Standard 6: The expansion of states and civilizations in the Americas, 1000-1500.

Standard 7: Major global trends from 1000-1500 CE.

Era 6: The Emergency of the First Global Age, 1450-1770

Standard 1: How the transoceanic inter-linking of all major regions of the world from 1450-1600 led to global transformations.

Standard 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

Standard 3: How large territorial empires dominated much of Eurasia between the 16th and 18th centuries.

Standard 4: Economic, political, and cultural interrelations among peoples of Africa, Europe and the Americas, 1500-1750.

Standard 5: Transformations in Asian societies in the era of European expansion.

Standard 6: Major global trends from 1450-1770.

Era 7: An Age of Revolutions 1750-1914

Standard 1: The causes and consequences of political revolutions in the late 18th and early 19th centuries.

Standard 2: The causes and consequences of the agricultural and industrial revolutions 1700-1850.

Standard 3: The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.

Standard 4: Patterns of nationalism, state building, and social reform in Europe and the Americas, 1830-1914.

Standard 5: Patterns of global change in the era of Western military and economic domination, 1800-1914.

Standard 6: Major global trends from 1750-1914.

Era 8: A Half-Century of Crisis and Achievement, 1900-1945

Standard 1: Reform, revolution, and social change in the world economy of the early century.

Standard 2: The causes and global consequences of World War I.

Standard 3: The search for peace and stability in the 1920s and 1930s.

Standard 4: The causes and global consequences of World War II.

Standard 5: Major global trends from 1900 to the end of World War II.

Era 9: The 20th Century Since 1945: Promises and Paradoxes

Standard 1: How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.

Standard 2: The search for community, stability, and peace in an interdependent world.

Standard 3: Major global trends since World War II.

World History Across the Eras

Standard 1: Long-Term changes and recurring patterns in world history.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

2001

Publication Title: National Board for PROFESSIONAL TEACHING STANDARDS (NBPTS Standards)

Contact: National Board for Professional Teaching Standards
26555 Evergreen Road
Suite 400
Southfield, Michigan 48076
1-800-22TEACH
nbpts.org/standards

Development: The National Board for Professional Teaching Standards (NBPTS) are at the core of the teacher-driven National Board Certification process. These NBPTS Standards provide a framework of standards and certificates in fifteen (15) mostly content areas, including *Social Studies – History, that* are organized by four (4) developmental levels of the students and subject being taught.

Purpose: These NBPTS Standards are built upon the five *core propositions* to reflect the accomplished teacher's effectiveness, knowledge, skills, dispositions and commitments.

Standard 1: Knowledge of Students
Accomplished teachers understand the cognitive, physical, and social development of young people and the diversity among them, observe them insightfully, and use this information to guide their practice and to form constructive relationships with the students they teach.

Standard 2: Valuing Diversity
Accomplished teachers understand that each student brings diverse perspectives to any experience. These teachers encourage all students to know and value themselves and others.

Standard 3: Knowledge of Subject Matter
Accomplished teachers draw on a broad knowledge of social studies and history to establish important and challenging instructional goals that engage and empower students, and they plan an integrated curriculum based on the major concepts, themes, principles, relationships, and processes illuminated by history and social studies.

Standard 4: Advancing Disciplinary Knowledge and Understanding

Accomplished teachers have a repertoire of strategies and techniques that engage student interest in and advance student understanding of United States History, World History, Economics, Political Science, and Geography.

Standard 5: Promoting Social Understanding

Accomplished teachers promote in their students an understanding of how the social aspects of the human condition have evolved over time, the variations in societies that occur in different physical environments and cultural settings, and the emerging trends that seem likely to shape the future.

Standard 6: Developing Civic Competence

Accomplished teachers develop in their students the knowledge, skills, and attitudes necessary to be responsible citizens of a constitutional democracy.

Standard 7: Instructional Resources

Accomplished teachers select, adapt, and create rich and varied resources for social studies and history and use them productively.

Standard 8: Learning environments

Accomplished teachers create and foster for students dynamic learning environments characterized by trust, equity, risk-taking, independence, and collaboration.

Standard 9: Assessment

Accomplished teachers employ a variety of assessment methods to obtain useful information about student learning and development and assist students in reflecting on their own progress.

Standard 10: Reflection

Accomplished teachers reflect on their practice, on students' performance and on developments in their field to steadily extend their knowledge, improve their teaching, and refine their philosophy of education.

Standard 11: Family Partnerships

Accomplished teachers understand and value the distinctive role of parents and guardians, and they continually seek opportunities to build strong partnerships with them.

Standard 12: Professional Contributions

Accomplished teachers regularly work with others to foster the growth and development of their colleagues, their school, and their field.

Rhode Island Skills Commission

SOCIAL STUDIES STANDARDS

1999

Publication Title: SOCIAL STUDIES STANDARDS for the Certificate of Initial Mastery

Contact: Rhode Island Skills Commission
255 Westminster Street
Providence, Rhode Island 02903
Colleen Callahan, 401-222-4600, ext. 2192
Fax: 401-861-1907
Riftcol@aol.com

Development: A task force of social studies teachers representing the consortium of 15 school districts in Rhode Island that comprise the Rhode Island Skills Commission. The Project Director is Colleen Callahan.

Purpose: The purpose of the CIM is to specify the high standards students must meet for gainful employment, life, and living in the 21st century. It creates a process whereby student learning can be externally validated and recognized in a manner that ensures businesses and others that students possess the competencies needed to achieve success in the work environment.

SOCIAL STUDIES STANDARDS FOR CIM

CIVICS/GOVERNMENT

STANDARD 1 – Structure & Purpose of Government

The student understands the purposes, structure, and variety of governments with specific emphasis on constitutional democracy.

STANDARD 2 – Foundations of the American Political System

The student understands the principles and ideas underlying the American political system.

STANDARD 3 – Civic Responsibility

The student understands the rights and responsibilities of the United States citizens and employs the civic skills necessary for participatory citizenship.

STANDARD 4 – International Diplomacy

The student understands the relationship of United States politics and government to world affairs.

ECONOMICS

STANDARD 1 – Economic Decision Making

The student knows and is able to use the economic way of thinking in making decisions, and can evaluate alternative decision making systems that may be used by a society.

STANDARD 2 – Markets and Prices

The student knows how markets function and is able to analyze the roles that prices play in a market-based economy.

STANDARD 3 – Role of Government

The student knows and is able to evaluate the role of government in the United States economy.

STANDARD 4 – Trade

The student knows and is able to evaluate the costs and benefits of trade among individual and organizations, both within a nation and between different nations.

STANDARD 5 – Income, Output, and Employment

The student knows how income, output, and employment are determined in a market economy, and is able to evaluate the impact of policy decisions on achieving the goals of economic growth, full employment, and price stability.

GEOGRAPHY

STANDARD 1 – The World in Spatial Terms

The student observes and understands the ordered patterns that blanket Earth's surface-where things are, how they are arranged, why they are in such locations, and how these various phenomena relate to each other.

STANDARD 2 – Places and Regions

The student identifies and analyzes the nature of places and the characteristics of regions-why things are where they are, what physical and human components give them definition.

STANDARD 3 – Physical Systems

The student understands the social, cultural, and economic components of human activity which help shape Earth's surface, human settlements, and structures.

STANDARD 5 – Environment and Society

The student understands the role of geography in human history and in the development of diverse patterns of human settlement and activities.

HISTORY

STANDARD 1 – Chronological Thinking

The student uses chronology as the basis for organizing historical thoughts.

STANDARD 2 – Use of Historical Data

The student gathers, organizes and examines historical data.

STANDARD 3 – Analysis Interpretation

The student evaluates and interprets a variety of historical data including primary and secondary sources.

STANDARD 4 – Historical Knowledge

The student develops historical knowledge of major events and phenomena throughout the development of world and United States history while identifying major issues, problems, and decision making in regards to these historical events.

APPLIED LEARNING STANDARDS[1]

The following Applied Learning Standards from the New Standards Performance Standards Documents, 1997, are woven throughout the CIM content area standards and suggested activities. The expectation is that these standards should be integrated into curriculum, instruction, and student activities. It is understood that Applied Learning Standards will be assessed and reported out separately and in the form of tasks combined with assessments of the content areas.

STANDARD 1 – Problem Solving

The student applies problem solving strategies in purposeful ways, both in situations where the problem and the desirable solutions are clearly evident and in situations requiring a creative approach to achieve outcome.

> DESIGNING – The student designs and creates a product, service or system to meet an identified need.
> IMPROVING A SYSTEM – The student troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation.
> PLANNING AND ORGANIZING – The student plans and organizes an event or activity.

STANDARD 2 – Communication Tools and Techniques

The student communicates information and ideas in ways that are appropriate to the purpose and audience through spoken, written, and graphic means of expression.

STANDARD 3 – Information Tools and Techniques

The student uses information-gathering techniques, analyzes and evaluates information and uses information technology to assist in collecting, analyzing, organizing, and presenting information.

STANDARD 4 – Learning and Self-Management Tools and Techniques

The student manages and directs his/her own learning.

STANDARD 5 – Tools and Techniques for Working with Others

The student works with others to achieve a shared goal, helps other people learn on-the-job, and responds effectively to the needs of a client.

Summary statement of Rhode Island's Social Studies Standards for CIM

This includes:

Civics/Government

1. Structure & Purposes of Government
2. Foundations of the American Political System
3. Civic Responsibility

International Diplomacy

Each of the four civics/government standards contain a statement of the standard, a rationale, and multiple statements of what the student is able to do with the knowledge at about grade level 4, grade level 8, and grade level 10.

Economics

1. Economic Decision Making
2. Markets and Prices
3. Role of Government
4. Trade
5. Income, Output, and Employment

Each of the five economics standards contain a statement of the standard, a rationale, and multiple statements of specific content knowledge with multiple statements for each of what the student is able to do with the knowledge at about grade level 4, grade level 8, and grade level 10.

Geography

1. The World in Spatial Terms
2. Places and Regions
3. Physical Systems
4. Human Systems
5. Environment and Society
6. The Uses of Geography

Each of the six geography standards contains a statement of the standard, a rationale, multiple statements of what the student is able to do with the knowledge, and samples of student activities.

History

1. Chronological Thinking
2. Uses of Historical Data
3. Analysis & Interpretation
4. Historical Knowledge

Each of the four history standards contain a statement of the standard, a rationale, and multiple statements of what the student is able to do with the knowledge at about grade level 4, grade level 8, and grade level 10. In standard 4, Historical Knowledge, the rationale indicates that the content is organized into two time periods divided into multiple eras for United States History and two time periods divided into multiple eras for World History. Achievement of Initial Mastery (at about grade level 10) involves only the fulfillment of the standards in the eras of the first time periods in United States History and in World History.

Applied Learning Standards

1. Problem Solving
2. Communication Tools and Techniques
3. Information Technology Tools and Techniques
4. Learning and Self-Management Tools and Techniques
5. Working with Other Tools and Techniques

Southern Rhode Island Regional Collaborative

SORICO SOCIAL STUDIES STANDARDS

Fall, 1998 (DRAFT)

Publication Title: SORICO Social Studies Standards, Grades K-12

Contact: Southern Rhode Island Regional Collaborative
646 Camp Avenue
North Kingstown, RI 02852
Lizann Gibson, 401-295-2888 Ext. 102
Fax: 401-295-3232
Email: gibsonl@ride.ri.net
Or Lgibson606@aol

Development: These social studies content standards for K-12 were developed over several years prior to 1998 by a committee of social studies teachers representing South County school districts. These standards are based upon the NCSS National Social Studies Standards (EXPECTATIONS of EXCELLENCE/CURRICULUM STANDARDS for SOCIAL STUDIES, 1994).

Purpose: These standards provide guidelines for the organization of social studies content via clustering of these grades thus far:

K-2
Gr 3-4
Gr 5-6
Gr 7-8
Gr 9-12 (US History)
Gr 9-12 (World History)

NOTE: It is anticipated that these SORICO standards will be further refined as separate standards at every grade level.

Standard 1.0: The student knows and understands how people are affected by culture and diversity and…

Standard 2.0: The student knows and understands the ways people view themselves in and over time and…

Standard 3.0: The student knows and understands the interrelationships among people, places and environments and…

Standard 4.0: The student knows and understands individual development and social, cultural influences that shape personal identity and…

Standard 5.0: The student knows and understands that interactions among individuals, groups and institutions play an integral role in a person's life and...

Standard 6.0: The student knows and understands how people create and change structures of power, authority and governance and...

Standard 7.0: The student knows and understands why and how people organize for the production, distribution and consumption of goods and services and...

Standard 8.0: The student knows and understands the relationships among science, technology and society and...

Standard 9.0: The student knows and understands global connections and interdependence and...

Standard 10.0: The students knows and understands the ideals, principles and practices of citizenship in a democratic republic and...

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CHAPTER 3

ASSESSMENT IN THE SOCIAL STUDIES

What Does Assessment Look Like?

Educational assessments take many forms, and are used for a variety of reasons. Teachers need to measure student learning, identify areas of difficulty for individual students, provide opportunity for students to apply problem-solving skills under controlled situations or plan instructional strategies; the entire educational team - teachers, administrators, parents, and policy-makers need evidence of the effectiveness or impact of an educational program. No single assessment instrument, of course, can meet all these needs; multiple instruments and techniques, then, can and should be used by classroom teachers, building and district administrators, state education departments, and even students, to measure most effectively student learning and understanding. The use of many and varied assessments with input from each constituency in the educational program provides the most comprehensive portrait of Rhode Island's students' achievement in the Social Studies.

What Does Assessment Have to Do With Standards?

Assessment measures how well and to what degree the schools are teaching those enduring skills believed to be essential to student success. Since standards and assessment are so interconnected, it is impossible to discuss one without relating it to the other. Curriculum design that truly teaches to a standard is not just a reshuffling of the scope and sequence approach to teaching the social studies; not only is that approach very prescriptive, but it frustrates any educator by asking him or her to teach an impossible range of facts and knowledge. Standards-based teaching and standards-embedded assessment describe the processes of making choices that will best meet student, teacher, and district needs.

What Standards and Assessments Do We Use?

A common misconception is that national standards and, consequently, national assessment is a one-size-fits-all formula. National standards in no way diminish nor compromise local autonomy. The national standards provide benchmarks or guides to student learning. A national standard, for example, might state that by the end of fourth grade a student should be able to arrange five events in chronological order, or be able to explain the difference between a natural boundary and a political boundary. State and local boards maintain the latitude to decide whether that is a standard they would like their students to meet, and can determine what activities they would want to include according to the context that would work best for their students. Two (2) examples of national assessments are NAEP and CSSAP.

National Assessment of Educational Progress (NAEP)

Assessment remains, largely, a local function. The National Assessment of Educational Progress or NAEP, has measured at a national level student knowledge of history, civics, and geography a number of times in the past two decades. Many classes in Rhode Island over the years have participated in both NAEP pilot studies and assessments in the social studies. The Rhode Island Skills Commission has developed a set of standards aligned with the national standards for each of the social studies disciplines. These outline the content and skills that would be appropriate at grades 4, 8, and 12 for Rhode Island students. The Rhode Island Skills Commission document also cites activities that would address these standards, and indicators that could be used to measure students' learning. Certainly, it is the individual teacher who is closest to the student's work, but assessment that is aligned with state expectations and national standards helps districts avoid the pitfalls of wide variations in expectations and wide variations in educational opportunities. Assessment aligned to a standard provides teachers with a common reference point.

Comprehensive Social Studies Assessment Project (CSSAP)/State Collaborative on Assessment and Student Standards (SCASS) 2000-2001

PURPOSE/INTENT

As the first comprehensive national social studies assessment effort initiated by twenty-five (25) participating states, including Rhode Island, these assessments have been developed between 1997 and 2001 by teachers to measure student knowledge and thinking skills in history, geography, civics and economics at the upper elementary, middle school and high school levels. CSSAP is a multi-measure assessment system.

CSSAP COMPONENTS/MATERIALS

- THE PROFESSIONAL DEVELOPMENT MANUAL has been completed and is available in print (237 pp.) and in CD-ROM.
- The PORTFOLIO IMPLEMENTATION GUIDE (1,038 pp.) has also been completed and is available in print and in CD ROM.
- THE CSSAP FRAMEWORK and the SOCIAL STUDIES CONTENT STANDARDS are also available.
  (Additional information on ordering these materials can be found after the *Selected References* at the end of this Assessment Chapter.)
- Some states are planning on using the assessment items in their large-scale assessment. Others will use the assessment items to provide local school systems with good models for assessing social studies instruction. All should benefit from the availability of an assessment item CD-ROM, portfolio assessment models, and professional development materials.

Participating CSSAP States in 2000-2001:

Connecticut, Delaware, Indiana, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, Oregon, Pennsylvania, Rhode Island, South Carolina, Utah, Vermont, Washington, West Virginia, Wisconsin

What Are Some Types of Assessment, and How Do We Know Which Ones to Use?

This section of the document offers a range of assessment tools and techniques that include formal and informal, individual and group assessments, teacher- and textbook-designed, norm- and criterion-referenced, some that measure knowledge of facts, some that measure acquisitions of skills, and some that seek to measure actual performance outside the classroom.

The very diversity of what is assessed, and the myriad of means by which learning can be assessed highlights another common misconception, which is the nature of assessment. Assessment is not the end-product of a teaching experience. It is neither an afterthought nor the sole purpose for learning, but a means to measure whether or not the educational system has met the goals it has set for itself. Like any element of good curriculum design, meaningful and valuable assessment at the classroom level and at national level, begins with a clear understanding of the goals and purposes of the instructional unit. What concepts, what enduring ideas should the student learn that will have lasting value beyond the classroom? What facts, skills, habits of mind, or attitudes will contribute to those enduring ideas? How can these ideas be taught, and how best can understanding be measured?

Are There Any Overriding Principles That Characterize A Good Assessment?

Some basic principles apply to student assessment at any level. Again, effective assessment must be part of the overall design. It should begin with identifying the purpose and context in which the assessment is to be used, the type of information sought, and the use to which the information will be put. What rigorous and challenging standard should the student meet? What overarching understanding should the student have, and what topical understanding should he have? What facts, concepts, generalizations, and principles should the student master? What do we want these students to know and be able to do? The answers to all these questions should be determined by students' needs, developmental level, and previous achievements.

Once the standard and the concepts are identified, something called "essential questions" are formulated; for instance, an essential question that aligns with the National History 8th Grade standards is "What is a civilization?" One topical understanding and essential question that relates to it might be "What were some of the characteristics of Ancient Greece that would classify it as a major civilization?"

A good essential question and design for the assessment that will measure the students' proficiency in answering it must meet several criteria:

- There must be no one immediately obvious right answer.
- It must raise other important questions, across subject-area boundaries.
- It should address the philosophical or conceptual foundations of a discipline.
- It should have wide applicability.
- It should be framed to provoke and sustain student interest.
- Each student should be able to understand the question.

In Mapping the Big Picture: Integrating Curriculum and Assessment K-12, Jacobs defines an essential question as "the essence of what you believe students should examine and know – in the short time they have with you."(p. 26)

The second stage of curriculum design as defined by Wiggins and McTighe, and the element that, again, must be most closely integrated with goals and standards, is the assessment component. What acceptable evidence will demonstrate students' understanding and mastery of the content and skills they need? What are some of the valid and reliable measures of the targeted understandings? What opportunities are there for students to exhibit their understanding through authentic performance tasks? Is there sufficient and varied information to support inferences about each student's understanding? Once again, the learning and instructional experiences are planned only after the means of assessment is defined.

Are There Any Other Principles to Keep In Mind When Designing Assessment?

A quality assessment program at each level should:

- Involve the student in designing the scoring rubric whenever possible;
- assess student knowledge and understanding of the social studies and social sciences in ways that are more complex and demanding than traditional tests, i.e., by including the assessment of higher order thinking skills and problem-solving ability;
- be valid, reliable, and fair to all students, taking into account the many ways that different students learn;
- be based on knowledge of how students learn and develop;
- be implemented in such a way that each assessment instrument is used and interpreted only for the intended purpose, and in a context where that purpose is clear to all;
- use assessment results for the purpose of improving instruction strategies and curriculum development; and
- promote equity by providing each student optimal opportunity to demonstrate knowledge and skills.

Are There Any Testing Models for Designing Assessment?

In Understanding by Design, Grant Wiggins and Jay McTighe delineate a range of assessment tools with a self-assessment tool for determining how well an individual plan is working.

(Include pages 17 – 21 of the pamphlet, Leadership by Design, Part I).

Is there a workable formula for integrating my assessment of student work with the overall curriculum design?

Wiggins and McTighe also offer a holistic plan for an integrative, standards-based assessment.

(Include pages 22 – 26 of same pamphlet cited above on the W.H.E.R.E.* plan.)

*W(here are we headed?)H(ook the student) E(xplore the subject and equip the student)R(ethink our work and ideas)E(valuate results)

What or Who Should Be Assessed?

Each component of the educational process should be assessed as to how well that part fits into the entire plan to inform instruction and improve students' true understanding. The instruction and assessment processes must be seen as a continuum on which questions and issues are raised, evidence is collected over time and in different forms, purposeful action is taken, and conscious choices are made that will result in the development of enduring understanding and vital life skills for Rhode Island's students. A breakdown and summary of those key elements and characteristics in the education process follows:

Assessment for Students

When appropriately and effectively applied, student assessment measures what we value. Many different methods of assessment should be used to assure that all students -- those with different abilities, backgrounds, and levels of English language proficiency -- have ample opportunity to be challenged by assessment. Moreover, assessment should be an integral part of the learning process, not the end result. An assessment program for students should:

- be coherent and comprehensive;
- be equitable and engage all students;
- be integrated with instructional strategies and curriculum materials to promote effective student learning; and
- provide information that will help yield valid inferences about students' learning.

Teachers and Assessment

Teachers must be actively involved in the entire assessment process if learning, instruction, and assessment are to become integrated in the classroom. Teachers need training, time, and support to be able to:

- understand the variety of assessment designs and strategies as well as the strengths, applications, and limitations of each assessment instrument;
- have effective instruments for each assessment purpose;

- assess students informally and frequently;
- make sound judgments of individual student achievement based on the results of assessments; and
- report student progress to parents, students, and administrators in a timely and meaningful way.

Schools, Communities, and Assessment

A school uses student assessments in a variety of ways. Some student assessments are geared to measuring individual student achievement. Others are used to evaluate the effectiveness of the school's programs in light of local, regional, or state expectations. It is important to report on the effectiveness of the school's programs to students, parents, teachers, school boards, other policymakers, and the community at large. Because statistical data and changes in assessment techniques which are left unexplained often can be confusing, such aspects of the assessment process should be open to review and scrutiny.

To provide effective evaluation of the school's programs for the community and clear understanding of the results of assessment, the school should:

- align classroom student assessment with adopted school curricula and educational objectives for students;
- make clear to both students and parents what the assessment instruments are measuring when they are applied;
- facilitate public, and in particular, parental understanding of the variety of assessment techniques being used in the schools; and
- ensure that student progress is reported to parents, and that the school's performance is reported to the community in an open and meaningful manner.

In the end, educational reform revolves around three central issues: what students should learn, how they should be taught, and how progress should be measured.

Curriculum, instruction, professional development, and assessment must mutually support one another in the educational process, with each serving common goals and high standards. Assessment, in particular, must cease to be an independent function designed principally for the efficiency and economy of administration. Instead, educators should use it to measure all facets of curriculum and instruction and consider its contributions to students' learning.

Three general principles, first enunciated by the Mathematical Sciences Education Board and slightly updated for this context should guide assessment efforts in any discipline:

1. The Content Principle: Assessment should reflect the social studies concepts and principles that are most important for students to learn.
2. The Learning Principle: Assessment should support good instructional practices and enhance learning.
3. The Equity Principle: Assessment should support every student's opportunity to learn important concepts and principles in the social studies.

These three principles place special demands on assessment reform at the classroom, school, district, state, and national levels if assessment is to be interwoven into the fabric of educational reform. An effective assessment should provide information that can be used to improve students' access to knowledge in the social studies and to help each student prepare to function effectively as citizen participants in our complex and changing society.

How do the Content Standards and Performance Standards Work Together in Designing the Assessment?

Measuring Achievement of Content Standards in the Social Studies

Changes in social studies curricula and instructional goals, as presented in various national standards documents for the social studies, require changes in assessment. Assessment of new goals and new curricula must go beyond administering norm-referenced tests or end-of-the-unit exams. What the student knows and is able to do must be intimately aligned with the performance standards. Familiar types of chapter tests should be used only to supplement more authentic assessment like community-based projects and portfolios of student work.

Knowledge of how individuals learn and recognition of preferred and diverse learning styles, requires that instruction and assessment strategies be varied to allow all students to learn and achieve at high levels.

Performance Assessments

Performance assessment, as explained in the Wiggins-McTighe model, can take many forms: demonstrations, displays, speeches, videotapes, artifacts created with paper and pencil, observations, open-ended responses and oral responses all measure ways that some students learn. Performance assessments incorporate content standards by requiring students to use knowledge, skills, and competencies to construct responses to real-world tasks. Appropriate responses are rated according to pre-established scoring guides (rubrics) which are themselves derived from samples of actual student work. In performance assessment, students are doing, telling about, writing about, and visually representing what they know, often in the context of a real-life situation. Students often are involved in the design of the rubric, or should have access to it in advance of the task they are asked to perform.

The combination of many types of assessment and the conscious timing of when to implement the assessment comes closest to a true measurement of what students understand.

Truly effective performance assessments can do all of the following:

- balance content and cognitive processes;
- allow students to demonstrate what they know, as opposed to what they don't know;
- provide opportunities to see real-life connections in their classroom instruction; and
- emphasize how an answer is obtained or what an answer means, in addition to the answer itself.

Performance tasks provide students with a situation to investigate. The teacher facilitates and observes the processes and then examines the results/products to determine, using a structured scoring guide (rubric), what the students actually know and can do. Such an assessment may involve the use of manipulative materials or artifacts, primary and secondary documents, and may involve an instructional component. Students are required to be active rather than passive, and the investigation portion may be accomplished individually, in a group, or through a combination of group and individual work.

Open-ended questions on paper tests provide for multiple solutions and thus allow students to respond in a variety of ways. There may be one answer or many answers and many ways to arrive at an answer. Responses can be verbal, written, graphic or pictorial, or a combination. They can be evaluated on how the solution was reached and on clarity of presentation in addition to the answer. Ultimately, the most authentic way to gauge student learning of principles and processes in the social studies is to observe students in community-based situations where they have to apply social skills and social studies content. A presentation to a local zoning board, for example, is the best measure of how well a student or team of students understands the principle of participatory citizenship, but the proficiency and clarity that is required in that presentation is preceded by the students' having mastered many skills and much content prior to the experience. It is the cumulative progression of teaching and learning according to selected standards and assessments that affords students the ability to make presentations. This is the ultimate assessment that truly validates and demonstrates student learning.

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CHAPTER 4

EVALUATING THE SOCIAL STUDIES PROGRAM

The social studies program includes teaching staff and their ongoing professional development, school facilities and materials for social studies education (e.g., maps, three-dimensional models), the social studies curriculum, activities and events both within and outside of the classroom, and assessment tools which are in use to judge the value and impact of social studies teaching and learning. The state's informal survey of district curriculum directors indicates that most districts do not have a formal means of social studies program evaluation in place. This section provides for all RI districts and schools an orientation to the purposes and possible format of social studies evaluation.

This guide, along with its associated national standards documents in the social studies, provides a common frame of reference for the design of local social studies curricula and a basis for ongoing evaluation of its design, implementation, and continued refinement. Evaluation of the school social studies program and implementation of various national content standards in the social studies can proceed at three distinct but interrelated levels:

1. State-level assessments: While Rhode Island has no plans to assess social studies learning on an annual basis, Rhode Island does participate in various assessment programs of the National Assessment of Educational Progress (NAEP), including those devoted to civics, history, and geography. While individual student achievement on these national tests is not released, there is comparative data on the performance of Rhode Island participants (which is virtually the whole state) and their counterparts in other states and nations. (NAEP World Wide Web address: http://nces.ed.gov/nationsreportcard)

2. System assessments: Each school district should develop a comprehensive approach to evaluating its social studies program with provision for input opportunities from a wide spectrum of the local community. The evaluation plan can build upon standard techniques and approaches developed for comprehensive district strategic planning efforts as part of the SALT process. The local district team, which develops district evaluation instruments, should have significant representation from those closest to the actual delivery of the curriculum -- the teachers and instructional support staff. Local business leaders, especially those conversant with the development of quality indicators, can bring needed expertise to the development of appropriate and effective indicators of quality for the school social studies program.

3. Site assessments: Every school building and each classroom teacher of the social studies should engage in an annual evaluation of the social studies

program within their building/classroom. This would include attention to student perceptions of the social studies program, parent and administrator perceptions, analysis of student assessment information in light of possible program changes (including grade distributions disaggregated by race, gender, and special needs). Attention must be paid to the scope and sequence of the social studies curriculum within the building to ensure that it is developmentally appropriate, conceptually linked, and focused on social studies understandings that are crucial to general civic participation in a democracy. It is also critical to involve guidance counselors, school psychologists, and specialists in special needs populations, LEP, and equity to ascertain to what degree the school social studies curriculum is addressing the needs of all students. Some useful sources upon which to build local site assessment efforts include the SALT surveys developed by the National Center on Public Education and Social Policy at the University of Rhode Island, and the Elementary Social Studies Program Evaluation Test in use across New York State and available from the New York State Education Department Publications Sales Desk (518-474-3806).

To facilitate an evaluative judgment of the success of the social studies curriculum within each school system, data must be collected in a variety of forms, and whenever possible, at all three levels indicated above. These data can also be thought of as falling into three distinct categories of data:

Type 1: Quantitative data: Factual data such as enrollment figures in social studies courses, written policies, records of classroom visits and test results.

Type 2: Qualitative data: Data to which a professional or personal judgment could be applied such as student portfolios of exemplary work, displays of children's work, resource materials developed by teachers for the curriculum and observations of classroom learning situations.

Type 3: Inferential data: Data based on impressions of professionals regarding such items as student involvement in social studies projects/issues in the school or within the wider community and participation in social studies competitions and teacher participation in workshops, social studies conventions and professional organizations.

The following table illustrates a suggested basis for evaluating the school social studies curriculum with reference to national standards that have been endorsed by the local school district. Ongoing evaluation, comprised of samples like these, should occur through all phases of development, implementation, and refinement.

PHASE	STANDARD	QUANTIFIABLE INSTRUMENT	QUALITATIVE INSTRUMENT	INFERRED INSTRUMENT
Implementation	All students (K-12) are provided opportunities to attain relevant content standards in the social studies.	Records of student enrollment and adequate certified teaching staff	Social Studies programs are engaging all students	Students understanding of key social studies concepts is increasing
Implementation	Students are engaged in opportunities to attain social studies content standards	Progress reports at appropriate grade levels of student achievement on evaluative instruments	Social studies instruction provides opportunities for student achievement as evidenced by student portfolios	Student's know more about the social studies and connect it to everyday life and events
Ongoing	Staff development opportunities are available and funding sources are being actively sought	Records of workshops, course reimbursements or incentives are available to teaching staff	Teachers and staff are involved in workshops as active participants	Enthusiasm of professional staff as indicated by organization memberships, teaching awards, grant proposals, etc.
Ongoing	Curriculum revision opportunities are scheduled and supported	Records of periodic meeting of curriculum teams and records of document revision	Teacher feedback of progress and needs	Instructional staff aware of ongoing curriculum efforts and its relation to current curriculum

Good social studies programs are characterized by many common features. These features include:

1. Students are presented with issues and problems in the social studies arena that prompt student engagement with a wide range of historical, geographic, economic, political, and cultural data and principles.

2. Learning is active, with ample opportunities to both generate questions of personal value to the student and seek answers to these questions.

3. Students learn to think for themselves, recognize false claims, and develop sound habits of ferreting out information from a variety of sources (primary and secondary) and via a variety of media (e.g., personal interviews, the Internet, print materials, film).

4. Students learn by doing, with guided opportunities to participate in local civic life, active exploration of their local environs, and developing a keen sense of time, place, culture, and social customs and institutions.

5. Students study some aspect of the social studies every day throughout their K-12 schooling.

6. Teachers expect all students to succeed, set high goals for themselves and their students, and employ a variety of strategies that recognize the diversity of student needs and learning styles.

7. Teachers have adequate and on-going opportunities to improve their own skills in social studies teaching including attendance at local and regional meetings of professional associations in the social studies.

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CHAPTER 5

TEACHING SOCIAL STUDIES IN AN INCLUSIVE WAY

What direction does Rhode Island plan to pursue toward creating a more positive learning environment for its children in social studies classrooms? How does one begin to deal with the socioeconomic, racial/ethnic, linguistic, gender, 'gifted,' and disability differences present in Rhode Island classrooms? We must plan appropriate strategies to make social studies relevant, exciting, and challenging for all children.

Setting and maintaining high expectations for all students is a critical aspect of inclusive education. All students are expected to continuously progress through the goals in the state's Common Core of Learning Goals and in specific subject matter areas, such as the social studies. To ensure maximum growth and performance, students with diverse learning needs may require a variety of accommodations in the curriculum, instructional practices, and in the pace and style of learning. School staff, family members, and the student should work together to plan the student's goals in relation to local curriculum and the accommodations needed to support success. If the student has a Section 504 plan or Individualized Education Plan (IEP), that requires the use of accommodations and/or modifications, these should be incorporated into social studies and other curriculum and skill areas when appropriate. Supports, services and curricular and instructional accommodations will also be included. Observations of performance on at least a quarterly basis will demonstrate the student's learning progress and suggest areas of adjustment in the student's plan.

It is recommended that inclusive social studies education become a reality and concern for all teachers. Inclusive education incorporates the idea that all students - regardless of their gender and social class, their ethnic or cultural characteristics, and their disabilities or learning differences - should have an equal opportunity to learn. The basic premises of inclusive social studies education incorporate the following:

1. All students can learn relevant subject matter in the social studies;
2. Every student can make a positive contribution to the social studies classroom; and
3. Diversity is appreciated in social studies classrooms because it enhances rather than detracts from the richness and effectiveness of social studies learning.

How can we use social studies education effectively to engage more students in civic life as children, adolescents, and adults in our society? First, all students must be actively engaged in classroom conversations and be exposed to practitioners in the social studies of diverse gender, socio-cultural groups, and disabled populations. Second, there need to be opportunities for students to explore various roles, careers, social organizations, and civic functions within the wider community.

In Tomorrow's Teachers: A Report of the Holmes Group, several educational goals were identified to help social studies teachers strive toward meeting the needs of an increasingly divers population:

1. Acquire knowledge and skills that social scientists and practitioners have applied to the study children's learning.
2. Present appropriate lessons for particular students and use indirect, but powerful, teaching strategies such as role playing and collaboration to increase teachers' instructional effectiveness with diverse groups of at-risk students;
3. Eliminate school and teacher stereotypes and expectations that can narrow student opportunities for learning and displaying competence; and
4. Create and sustain a communal setting respectful of individual differences and group membership, where learning is valued, engagement is nurtured, and interest is encouraged.

Professional development should be provided for all teachers in order to improve the academic achievement of students who have historically been underachievers in social studies classrooms.

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CHAPTER 6

SAMPLE CRITERIA TO EVALUATE SOCIAL STUDIES MATERIALS FROM THE AMERICAN HISTORICAL ASSOCIATION

The following guide is reproduced in full from documents released by the American Historical Association and the National Council for Geographic Education. We believe Rhode Island districts and schools will find this guide invaluable when evaluating social studies textbooks and other learning materials.

Criteria for Standards In History/Social Studies/Social Sciences

A large number of states are in the process of defining or redefining standards for student learning in History and related fields. The American Historical Association has reviewed a number of efforts, contributing in several cases to some useful revisions and also confirming the quality of several completed standards statements. As the effort continues, it is clear that a statement of basic criteria for adequacy will be helpful.

The Association recognized the validity of various specific approaches. It also commends the example of several existing standards, to states that are still in the development process. State standards in this curriculum area must of course include appropriate goals for social studies and/or several particular social sciences, in addition to history. Indeed, one mark of satisfactory state standards is the capacity to relate other social science and civics goals to the core standards for History.

In addition, Standards relating to History should:

1. Strongly emphasize a number of analytical skills, beyond standard critical thinking skills. Such skills can be variously stated and must be adapted to different grade levels, but they generally include capacities relating to the interpretation of change and continuity, ability to utilize and assess historical documents, and ability to evaluate different historical interpretations. In world history, comparative skills forms a desirable analytical category.

2. Provide clear emphasis on chronology and periodization. Because historical developments occur in time, the ability to deal with sequences is crucial to historical coherence and to the capacity to assess relationships between past and present. Students should gain from their historical work experience in seeing how various historical developments relate to former historical periods and how changes distinguish one period from the next.

3. Delineate a balance among various major facets of the human experience in the past. Adequate standards may vary greatly in how they indicate appropriate factual coverage, and in what detail. They should nevertheless indicate the importance of dealing with social, cultural, economic, technological and political components and with their mutual relationships, and they should define these with clarity to include, for example, religion and science (cultural) and groupings such as race, class and gender (social). Balance of this sort is vital to linkage between History and learning goals in fields like geography, economics or literature.

4. Provide systematic global perspectives in history, so that several major societies (including but not confined to Europe and the United States) and major international trends will be treated over several major time periods. Developing an approach to world history standards that meets this criterion, often by sketching progressive levels of achievement in several different grades, is a challenge that can and must be met.

5. Build a curriculum sequence in History from the early grades through the high school years. A sequenced series of courses is vital to train students in the progressive analytical skills capacities and to provide the necessary experience in chronology/periodization, global perspectives and topical range.

6. Include input from practicing historians and history teachers, who can help attune standards to current research findings and best teaching practices in the field.

Guidelines for the Preparation, Evaluation and Selection of History Textbooks Approved by the American Historical Association

The centrality of the textbooks in history teaching has long been established. Texts address different specific topics and educational levels and they also appropriately reflect authors' particular tastes. At the same time, good texts must share certain general qualities, which broadly speaking apply to materials from grade school to college. It is vital to utilize these general criteria, along with other selection preferences, in evaluating the range of texts available at any level.

Textbooks play a vital role in history education, from elementary school through the college survey courses. As in other fields, good textbooks offer a distillation of available knowledge on major subjects in the discipline, with arrangements specifically designed for student use and with writing and exercises geared to the appropriate student level. For any given level, and for any survey subject, good textbooks can and should vary considerably.

Indeed, it is important that teachers have some choice in the particular approaches presented and that they be involved in the process of textbook selection. Teachers bring relevant knowledge and experience to textbook decisions, and should have some chance to pick among several options according to personal interest and commitment.

Accompanying the need for variety in textbook approaches, certain criteria define a satisfactory history text at any level. The most important guideline, from which more specific criteria flow, is the need to make sure that the text contributes to good history instruction.

Factual Coverage. Most textbooks primarily convey factual materials. No matter what the subject, or how large the book, these materials are necessarily selective, involving choices about what relevant historical data to include and exclude. A satisfactory history text establishes what the key selection principles have been, so that users can assess the validity of the choices and also have some awareness of potential gaps. For example, a world history text may downplay certain early periods or geographical regions and still measure up to coverage needs; but the choices should be briefly indicated and explained. In U.S. history, some sequences of presidents are often summed up without great detail; again, this kind of selectivity should be briefly noted and explained. In addition to explanations, adequate textbooks do not select coverage without attention to problems of bias and distortion not only in the accuracy of the materials presented, but in the choice of major topics.

Factual coverage in an adequate history textbook must reflect explicit attention to chronology. That is, it must help establish differences as well as similarities between past and present and it must deal with events and patterns in a sequence of time. For more advanced student levels, chronology must also be presented through discussion of periodization -- that is, through discussion of key points of change -- so that users can understand the choices involved in deciding on major breaks in chronological sequences.

Factual coverage must be up to date in terms of ongoing historical research. Significant improvements in the teaching and learning of history result from the systematic utilization of research-based knowledge. Regular adjustments in light of new research are essential for textbook accuracy and for achievement of necessary balance in group and topical coverage. At least brief indications of possible further reading, appropriate to the user level but reflective of recent historical research, should be included in any adequate history text.

Factual coverage should be balanced, in several senses. It should deal with several groupings (class, race, gender) in order to convey both shared and diverse reactions to key developments. The group experiences should be integrated in the larger analytical framework and narrative structure, not treated as isolated sidebars. It should also deal with several aspects of the human experience (political, social, cultural, etc.) and with interrelationships among these facets.

Appropriate global perspectives are increasingly important in defining textbook adequacy. Obviously, a world history text will have much different geographical coverage from a United States or an individual state survey. In all cases, however, an adequate text will place developments in some wider perspective, so that international trends and forces are given appropriate attention and so that principal distinctive features, for example in a particular national experience, gain some comparative treatment.

Factual coverage, finally, must not be defined by sheer avoidance of controversy. Indeed, an adequate history textbook must treat some topics about which debate continues to occur and must assist readers in balancing an understanding of diverse viewpoints with attention to the historical factors involved. Religion, for example, is a vital aspect of the history of virtually every society and time period. Its treatment must often acknowledge diversity of viewpoints, but the subject must be given appropriate weight for its role in the human experience.

Historical Habits of Mind. Even with a primary emphasis on factual materials, adequate history textbooks must actively encourage the development of appropriate historical habits of mind beyond memorization. Adequate history texts do not so overwhelm with the sheer volume of material as to discourage a variety of exercises and learning experiences. Presentation of data itself must promote an ability to see how historical facts can be used and recombined in coherent written or oral argument.

Textbooks should encourage critical thinking, with sections that help students understand how different kinds of arguments and interpretations can be assessed.

Textbooks should directly include or be readily compatible with primary documents and other materials, so that students gain skill in assessing different kinds of data, judging potential bias, and building an argument from various pieces of evidence. Sections that periodically discuss how historians developed data of the sort embedded in the text itself, and how different evaluations of data figure into historical controversies, will usefully further the ability to understand uses of evidence.

As appropriate to the grade level involved, textbooks should promote the capacity to assess change over time, the causes and impacts of change, and continuities that coexist with change. Textbooks that merely accumulate data, even across time, with no discussion of issues of change and causation are not adequate, even at beginner student levels. In many texts and for many grade levels, comparisons between time periods and/or between societies will also encourage analytical capacity.

In fostering appropriate habits of mind, from ability to develop arguments from data to the assessment of historical change, adequate history textbooks should insofar as possible promote active learning, by raising issues and varying the types of information provided. Reliance on passive reception and memorization alone should be discouraged. Textbooks at many levels should provide guidance through exercises (essays, research projects and other experiences) that promote historical habits of mind and the use of historical facts to answer larger questions. No adequate textbook will encourage fact-based testing alone.

Other Criteria. Adequate history textbooks should include review procedures that involve active teachers and research historians. Critical evaluations of textbooks, in professional journals, should be utilized in textbook adoption procedures. Once adopted, textbooks should be evaluated for their effectiveness in promoting good history learning. Adequate history textbooks should also take advantage of research findings about history learning itself, including information about key student learning patterns and sequential development in history learning capacities.

While it is sometimes appropriate to develop history texts for specialized audiences, many history texts must also be evaluated in terms of their adaptability in various existing school settings, with different resource levels and capacities for supplementary materials. This is one reason that texts themselves must often include different kinds of materials and exercises.

Effective history learning has a variety of purposes. Its most essential goal, which any textbook must promote to satisfy criteria of adequacy, is to prepare users to encounter new data and new kinds of historical developments (including developments in contemporary history) with enhanced capacities for understanding and analysis.

National Council for Geographic Education
Geography Textbook Evaluation Form

THE TEXTBOOK BEING EVALUATED

Title: ____

Author(s): ____

Publisher and Address: ____

____

Copyright Date: ____

Grade Level (Course) of Use: ____

Student Edition Cost: ____________________

Teacher Edition ________ In-Bound _______ Separate Cost: __________________

Special Features:

		Cost			Cost
_____	Student Workbook	______	_____	Tests	______
_____	Ditto Masters	______	_____	Transparencies	______
_____	Outline Maps	______	_____	Videos	______
_____	Software	______	_____	Other: _____	______

EVALUATOR DATA

Name: ______________________________ Date of Evaluation: ________

Occupation: (If other than teacher) ______________________________

School: ____

Grade Level/Courses Taught: ______________________________

RECOMMENDATION
Summarize strengths and weaknesses of the materials based on criteria in parts A through E and recommend whether to adopt these materials.

PROCEDURE
The evaluation covers five categories-Content, Instruction and Physical Properties, Ancillary Features and Readability. Evaluators are to indicate to what degree they agree with the statement on a scale of 1 to 4 – 4 indicating agreement, 1 indicating disagreement. If desired, an evaluating committee may weigh the relative importance of each statement for local purposes on a scale of 0.5 to 1.5. Multiplying the weight factor by the degree of agreement produces the score. For example, if a statement was given a weight factor of 0, and it's score likewise would be 0.
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A. CONTENT PROPERTIES

Weight factor (optional) — Agree..........Disagree Score

1. The organization of the text is: 4 3 2 1 ___
   - ____ a, regional (i.e. -The New South).
   - ____ b. topical (i.e. -Transportation in the 1990's)
   - ____ c. thematic (i.e. - The Dry World's Desert Peoples).
   - ____ d. issues (i.e. – The Debate Over Global Warming).

2. The physical/cultural mix in this text is approximately (Check one): 4 3 2 1 ___
   ____90/10; ____80/20; ____ 70/30;
   ____60/40; ____ 50/50; ____ 40/60
   ____30/70; ____ 20/80; ____ 10/90.

____ 3. The author(s) approach and philosophy are explicitly stated in the introduction. 4 3 2 1 ___

____ 4. The content is compatible with the philosophy of the district. 4 3 2 1 ___

____ 5. The scope and sequence of the content is compatible with the curriculum of the district. 4 3 2 1 ___

____ 6. The content represents current practice within the disciplines of geography and other social sciences. 4 3 2 1 ___

____ 7. The five geographic themes – Locations, Place, Human-Environment Interactions, Movement and Region – are: 4 3 2 1 ___
   - a. defined and introduced specifically and applied throughout the materials.
   - b. defined and introduced specifically but NOT applied throughout the materials.
   - c. covered in conceptions and applications but without using the specific geographic theme titles. 4 3 2 1 ___
   - d. covered in the teacher's guide only. 4 3 2 1 ___
   - e. not used to any extent..

____ 8. Both the text and visuals encourage students to view the earth as a whole. 4 3 2 1 ___

____ 9. The linked geographic processes that form the world ecosystem are explained. 4 3 2 1 ___

____ 10. Worldwide patterns of the distribution of physical and cultural features are described in the text and shown in an appropriate map form. 4 3 2 1 ___

____ 11. The content is timely and relevant to world affairs. 4 3 2 1 ___

____ 12. The content is relevant to student's interests and concerns. 4 3 2 1 ___

____ 13. The text is written in a lively and interesting style. 4 3 2 1 ___

14. In narration and illustration, the materials avoid ideas could lead to stereotypes of groups concerning:
   - ____ a. "simple" or "primitive" (terms to be avoided). 4 3 2 1 ___
   - ____ b. g[illegible] 4 3 2 1 ___
   - ____ c. rac[illegible] or ethnic groups. 4 3 2 1 ___

____ 15. The materi[illegible] develop understanding of the customs and beliefs of a wide variety of societal groups. 4 3 2 1 ___

16. The following support the content and are closely correlated with the text:
   - ____ a.Maps. 4 3 2 1 ___

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Weight Factor (optional)						
____	b. Remote sensing imagery (satellite and aerial photos).	4	3	2	1	____
____	c. Graphs.	4	3	2	1	____
____	d. Illustrations.	4	3	2	1	____
	17. The following is/are present and usable:					
____	a. Table of contents	4	3	2	1	____
____	b. Atlas.	4	3	2	1	____
____	c. Index.	4	3	2	1	____
____	d. Glossary.	4	3	2	1	____
____	e. Data bank.	4	3	2	1	____
____	f. Computer programs.	4	3	2	1	____
____	18. The text incorporates materials on careers in geography.	4	3	2	1	____
____	19. The text incorporates primary source materials, i.e. historical maps, raw data sets, quotations from diaries, books, journals, newspapers, etc.	4	3	2	1	____

Part A Total Score ____

B. INSTRUCTIONAL PROPERTIES

THE TEACHER'S GUIDE

Weight Factor (optional)		Agree			Disagree	Score
____	1. Instructional objectives and teaching strategies are clearly stated.	4	3	2	1	____
____	2. Suggestions are provided for diagnostic (entry), formative (progress) and summative (exit) evaluation of the curriculum.	4	3	2	1	____
____	3. Suggestions are provided for diagnostic (entry), formative (progress) and summative (exit) evaluation of student achievement.	4	3	2	1	____
____	4. Not only what to teach is presented, but how to teach it is explained in structured suggestions that cover a variety of teaching strategies.	4	3	2	1	____
____	5. Instructional approaches include student-centered activities such as individualized instruction, creative thinking, cooperative learning, etc.	4	3	2	1	____
____	6. Background information or data is provided to help a teacher expand on the content of the textbook.	4	3	2	1	____
____	7. The materials provide a useful bibliography (with addresses) of reference works, trade books, audio-visual aids and other supplementary materiel including "free and inexpensive."	4	3	2	1	____
____	8. The materials are organized in segments that conform to daily and weekly time frames.	4	3	2	1	____
____	9. The organization of the materials would permit teachers to develop content or time frames that differ from the sequenced layout of the text.	4	3	2	1	____
____	10. The text and materials could be used successfully by teachers whose training in geography may be limited.	4	3	2	1	____
____	11. The guide is detailed and useful.	4	3	2	1	____

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STUDENT MATERIALS
Weight Factor
(optional)

____	1. The readability is appropriate for the intended users. (See Section E)	4	3	2	1 ____
____	2. Learning targets for the students are clearly defined.	4	3	2	1 ____
____	3. The map program is clearly defined and sequentially developed.	4	3	2	1 ____
	4. The materials provide instruction and guided practice in analyzing and interpreting:				
____	a. maps.	4	3	2	1 ____
____	b. satellite and aerial photos.	4	3	2	1 ____
____	c. graphs.	4	3	2	1 ____
____	d. photographs.	4	3	2	1 ____
____	5. The material develop reading and comprehensive skills.	4	3	2	1 ____
____	6. Student writing activities are used to advance the learning of subject matter.	4	3	2	1 ____
____	7. The instruction suggestions would stimulate and motivate students.	4	3	2	1 ____
____	8. The instructional approach suggested include student-centered activities such as cooperative learning.	4	3	2	1 ____
____	9. The materials calls for high level of student involvement including field work, rather than mere passive learning.	4	3	2	1 ____
	10. Student materials provide instruction and guided practice in:				
____	a. observing.	4	3	2	1 ____
____	b. analyzing.	4	3	2	1 ____
____	c. identifying patterns.	4	3	2	1 ____
____	d. asking questions.	4	3	2	1 ____
____	e. solving problems.	4	3	2	1 ____
____	f. making decisions.	4	3	2	1 ____
____	11. Activities and materials encourage exercise of creative thinking skills such as fluency, flexibility, elaboration and originality.	4	3	2	1 ____
____	12. Questions within the text narrative:				
____	a. vary in cognitive levels.	4	3	2	1 ____
____	b. use skills cues effectively.	4	3	2	1 ____
____	c. integrate skills with content.	4	3	2	1 ____
____	d. give students practice in applying the skills previously introduced.	4	3	2	1 ____
____	13. End-of-chapter exercises give students opportunities to and provide guidance in practicing skills introduced in the chapter.	4	3	2	1 ____
	14. The materials provide for a variety of learning experiences suitable for use with:				
____	a. high ability level.	4	3	2	1 ____
____	b. average ability level.	4	3	2	1 ____
____	c. low ability level.	4	3	2	1 ____
____	d. all ability levels.	4	3	2	1 ____
____	e. learning disabled mainstreamed students.	4	3	2	1 ____
____	f. ESL mainstreamed students.	4	3	2	1 ____

Part B Total Score ___

C. PHYSICAL PROPERTIES

		Agree...........		...Disagree	Score
___	1. The general appearance of the materials is attractive and would appeal to the intended users.	4	3	2	1 ___
___	2. The balance between print and graphic materials is appropriate for the intended users.	4	3	2	1 ___
	3. The following is/are appropriate for the intended users:				
___	a. Print size.	4	3	2	1 ___
___	b. Paper quality.	4	3	2	1 ___
___	c. Line spacing and margins.	4	3	2	1 ___
___	d. Format	4	3	2	1 ___
___	4. The materials are durable enough to be used for a period of five to six years with minimal replacements.	4	3	2	1 ___
___	5. Maps, graphs and charts are clear and easy to read.	4	3	2	1 ___
___	6. Photographs, including satellite pictures, are sharp and clear.	4	3	2	1 ___
___	7. Maps, graphs, charts and data set information is accurate.	4	3	2	1 ___
___	8. Map projections are appropriate for the given map task.	4	3	2	1 ___

D. ANCILLARY FEATURES

		Agree..............		..Disagree	Score
___	1. Workbook, activity book and blackline masters are closely integrated with the textbook by applying and elaborating on concepts and skills introduced in the text.	4	3	2	1 ___
___	2. The tests assess knowledge of geographic concepts, facts and the ability to apply the skills introduced in the book.	4	3	2	1 ___
___	3. The test program provides assistance to teachers in making a diagnostic analysis of test results for the purpose of designing remediation and enrichment.	4	3	2	1 ___
___	4. Computer software content is closely integrated with the textbook by applying and elaborating on concepts and skills introduced in the text.	4	3	2	1 ___

Part D Total Score___

Parts A, B, C and D Total Score___

E. READABILITY

		First 1/3 of book	Last 1/3 of book
Publisher's Report: Formula____________________	Grade Level:	_________	_____________
District/State Report: Formula__________________	Grade Level:	________	_____________

Selected References

Barksdale, K. & Steffee, J. (1998). *Social studies with computers*. Cincinnati: Computer Literacy Press.

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Leu, Jr., D.J., Leu, D.D. & Leu, K.R. (1999). *Teaching with the Internet: Lessons from the Classroom*. Norwood, MA: Christopher-Gordon.

Partridge, S. (1995). *The inclusion of E-mail in our teaching: A discussion*. Washington, DC: ERIC. ED: 383012.

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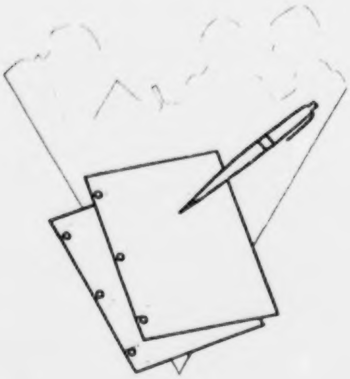
PART II



SAMPLE UNITS/LESSONS

PART II

3 STANDARDS-BASED SAMPLE UNITS DEVELOPED BY RHODE ISLAND EDUCATORS

Titles of three (3) Units:

A. *A Geoportrait of Your Community*

B. *A Lighthouse Journey*
Teacher's Guide & Student Booklet

C. *Meeting of the Minds: (Let's Talk History) A Journey into the Minds of Famous Women*

The first unit included in Part II of this document, *A Geoportrait of Your Community*, was created by Rhode Island teachers who were members of the statewide committee that wrote the initial February, 1998 DRAFT version of this GUIDE.

Two new units, *Lighthouse Journey* and *Meeting of the Minds*, are included in Part II of this GUIDE. These units were selected for inclusion because they model a strategy for embedding performance assessments within standards-based social studies units. Both of these new units were developed and consistently revised over several years of simultaneous classroom piloting and participation in a graduate level curriculum course. Furthermore, the teacher authors of these units participated in professional development institutes that were based upon this embedded assessment model.

Two (2) exemplary standards-based units, *Putting Rhode Island on the Map* and *Network of Lessons,* were originally included in Chapter 3 of the 1998 DRAFT GUIDE but technical considerations have made it impossible to include them here. Copies of these two units can be obtained by contacting the RI Social Studies Association (RISSA- see page 137, Part III, Resource Guide).

The *Putting Rhode Island on the Map* unit is a network of five (5) social studies lessons developed for Grades 5-8 in which students create, use and interpret maps to study Rhode Island's geography, history and economy. These five (5) lessons can be used together as a single unit of study or integrated individually into existing curriculum to lend a local perspective to wider global themes.

The unit *Network of Lessons* is a high school unit on comparative immigration and immigration patterns in U. S. History with an emphasis on Rhode Island.

PART II: UNIT A

A Standards-Based Sample Unit, Grades K-6

Title: ***A Geo-portrait of Your Community***

Author: Helen Johnson, Wickford Elementary School

Goals of Unit: Students will develop an appreciation and understanding of their community through applying geographic, civic, historical and economic principles.

GRADE LEVELS: K-3 and 4-6 - adaptable by teacher

TIME NEEDED: discretionary, depending on teacher and class

CLASSROOM LESSONS:

Lesson 1 - Build a Town
Lesson 2 - Create a Travel Brochure/Poster
Lesson 3 - Economics of Your Community
Lesson 4 - Who We Are: Identity Boxes
Lesson 5 - Memory Lane

Lesson 1

Title: Build a Town

Grade level: K-6

Objectives: After completing this activity the student should have a greater understanding awareness of the makeup of the local community and of the importance of effective town planning.

Standards Addressed:

Geography
#3 How to analyze the spatial organizations of people, places, and environments on earth's surface.
#12 The processes, patterns, and functions of human settlement.
#14 How human actions modify the physical environment.
#18 How to apply geography to interpret the present and plan for the future.

Social Studies
#3 People, Places, and Environments.

Resources/Materials:

A collection of student milk boxes, cereal boxes, jewelry boxes and other small containers of various shapes and sizes. (Boxes can also be made from 3-dimensional geometric templates.) Poster paint, construction paper, felt tip pens, blue scissors, butcher paper.

Activities and Procedure:

1. Talk with students in a group setting about the community in which they live. Lead the discussion to draw on students' awareness of buildings, streets, parks, or features unique to the community.
2. Plan and conduct a class field trip to observe the actual make-up of the community. Ask the students to make notes to help in constructing a model of the community.
3. Return to the classroom to construct the model community. Ask the students to assist in drawing in outline form the streets or roads that comprise the community as they have viewed it. Begin with "Main Street" and work from there. The plan may be first drawn on the chalkboard and then transferred to the butcher paper placed on the floor. Discuss the "zones" or regions of the town, for shopping/businesses/ homes, parks, industries, town services, etc. Make sure there is a river and a lake for students to consider.
4. Direct the students to work in small groups to make buildings from the boxes and art supplies.
5. Place the boxes in appropriate spots on the streets and on the roads that are drawn on the paper.
6. Make traffic lights, street signs, trees, flowers, grass, etc. from various art supplies to add realistic interest.
7. Provide time and opportunity for the students to talk freely about the model.
   - What impact do the buildings have on the local environment?
   - Are town facilities conveniently located?
   - Where are schools?
   - Is there room for growth?
8. Compare to other actual maps of the town
9. Discuss "scale" and "relative distances" in relation to the maps and model.
10. Orally share the results along with the maps of their town. Discuss what was and/or wasn't included according to each groups perceptions of what is important.

Assessment activity:
Students can draw a map of the model and include a sentence or two explaining areas of development.

Lesson 2

Title: Travel Brochure/Poster

Grade level: K-6

Overview: The students create a travel brochure or poster advertising their town or city.

Objectives: to give an opportunity to consolidate information in an entertaining creative way; to develop a brochure that can include history, landmarks, climate information, population statistics, town services and any other items the teacher and class may decide upon.

Standards Addressed:

Geography

#4 The physical and human characteristics of places.
#17 How to apply geography to interpret the past.

Social Studies

#3 People, Places, and Environments
#5 Individuals, Groups, and Institutions

Resources/Materials:

Local library books and resources
Chamber of Commerce information
Town and state maps
Published tourist pamphlets
Art materials?
Construction paper

Activities and Procedures:

1. Create a center for all collected resources in the classroom.
2. Invite a speaker from the Town Hall or Historical Society to provide background information.
3. Go on a walking tour of the area and have students take notes of homes, landmarks, monuments, shopping, etc.
4. Write travel directions to their hometown from nearby bus terminal, Amtrak station or airport.
5. Develop a narrative describing historical and interesting sites within their town or city that a traveler should visit.
6. Illustrate some places that might entice tourists to visit.
7. After the above has been completed design and assemble their brochure. The class can be divided into groups and each group can take one aspect of the town to concentrate on, such as historical landmarks, cemeteries, famous people,

recreational hot spots, a shopping guide to area businesses, or an architectural tour of notable buildings.

8. Provide a showcase for the completed brochures, the town library, the school library, the Chamber of Commerce, etc.

Lesson 3

Title: Economics of Your Community

Grade level: Primary

Goals of the Unit: Students will identify the productive resources of their community. Students will distinguish among the three types of productive resources - natural, capital, and human.

Standards Addressed:

Geography

#11 The pattern and networks of economic interdependence on earth's surface. National Voluntary Content Standards for Pre-College Economics Education, Introduction to Standards -- Standard 1: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Resources:
Yellow pages (for ads and pictures)
Food advertisements
Local newspapers
Local postcards
Nature photos of area
Poster board or large drawing paper
Art supplies

Classroom Activities:

1. Explain the following terms:

   Productive resources - all natural resources, human resources, and human-made resources used in the production of goods and services.

   Natural resources - gifts of nature; they are present without human intervention

   Human resources - the quantity and quality of human effort directed toward producing goods and services.

   Capital resources - goods made by people and used to produce goods and services.

2. Divide the class into groups of four or less.

3. Discuss definitions of Productive Resources. Service is labor in a community. Each group should label their large poster with the title of "Productive Resources of "Name of local community".
4. Discuss examples of the productive resources, which are natural, human, or capital resources.
5. Divide poster into three areas and label with titles of "natural resources," "human resources", and "human resources."
5. Brainstorm ideas for each area on chalkboard.
6. Have students choose photos, ads, or draw your own picture to paste in each category.

Assessment activity:
Display posters and let each group explain their choices.
Have the students create a web showing the natural resources of their community.
Combine each group's findings on a transparency to use on the overhead projector.

Lesson 4

Title: Identity Boxes

National Standards Applied:
Social Studies
Standard 1 Culture,
Standard 2 Time, Continuity and Change,
Standard 3 People, Places and Environments,
Standard 4 Individual Development and Identity

Geography for Life
Standard 6 - How culture and experience influence people's perceptions of places and regions.

Goals of Unit/Objectives:

- To introduce students to the similarities and differences of various cultural "identities" in the classroom and their community.
- To encourage students to respect and appreciate other cultures as well as their own.
- To create "Identity Boxes" which will include a collection of materials reflecting the student and their family history/culture.
- To examine how their cultures are similar in some ways and different in others.

Grade Level: K - 6

Time Needed: At the discretion of teacher and grade level (up to one school year)

Resources/Materials

* Large shoe boxes with tops, writing paper, construction paper, crayons, markers, pencils, glue, games, family interview papers, journals, pipe cleaners, maps, photos, small mirrors, chart paper, telephone directories recipes, books, graphs, tapes and computers if available.

Classroom Activities:

1. Read a story to children which expresses cultural diversity, such as *Sing a Song of People* by Lois Lenski and/or *The Keeping Quilt* by Patricia Palacco.
2. Take a photo of each student to put in boxes
3. Provide mirrors for students to look at themselves and then have them look at the other students. Discuss similarities and differences)
4. Each student provides a self-portrait.
5. Make a cloth or paper quilt using student portraits.
6. Provide time for students to play a game finding someone with similar characteristics and /or likes and dislikes.
7. Graph using bar graph and pie graph the ethnicity of each child "Look Who We Are in Room?")
8. Have students bring in large show boxes and decorate them.
9. Provide family tree papers for students and family to fill in.
10. Provide students with family interview questions to take home. Include a map where the students' families come from.
11. Allow students time to share with each other some of their family traits/traditions. Chart similarities.
12. Provide time for students to keep a journal for their identity boxes.
13. Students would bring in one family traditional item (heirloom?), such as a quilt, a book, jewelry. Share and discuss.
14. Students will bring in telephone directories to gather information regarding the ethnic groups, such as, restaurant owners and storeowners established in their community or another community.
15. Invite families to cook favorite family recipe and bring in. Taste and compare. Copy recipes and share. Create a recipe book for each student. Throughout the school year, provide time for students to add to their identity portfolio boxes by providing extended activities relating to their culture. Some items may be taken out and replaced with different items.
16. Establish partnership with another class and/or another school in a different area; rural, urban, suburban and have students share their Identity Boxes and explore the various cultures discovered.

Student Assessment Activities:

* Items in identity boxes. Discussion and Sharing
* Journals and photos.
* Taped interview with students and their feeling about items in their boxes.
* Students choose one to three (depending on grade level) things that are alike and different from another student/culture. Share.

WHO IS MOST LIKE ME?

Find all those students who are most like you and write down their names

1. Find someone who has the same color hair as you.

2. Find someone with the same color eyes as you.

3. Find someone with the same size hands as you.

4. Find someone who wears the same size shoes/sneakers you do.

5. Find someone who is as tall as you.

6. Find someone who has the same favorite color as you.

BOOKS

The Keeping Quilt by Patricia Polacco - This is a story about tradition. A Russian family cones to America and makes a quilt out of pieces of clothing taken from each family member. The quilt becomes an heirloom and is passed to through generations as a symbol of their home, Russia.

Something Special For Me by Vera B. Williams. - It is tradition for Rosa and her family to save money in a jar and buy items, such as furniture and gifts. When Rosa's birthday comes along, she wants to make sure she spends the hard-earned money on something very special and she does.

The Town Mouse and The Country Mouse by Janet Stevens - an Aesop's fable about two mice. Each feels his life style is the best and invites the other to experience his neighborhood and life style, but in the end each prefers his own.

The Swine Snafu by John Banchi - Pigs and boars are neighbors, but definitely have different personalities and life styles. Pigs are neat and quiet while boars are wild and fun loving. Both Mrs. Pig and wild Flora have their babies the same day in the same hospital at the same time and discovered that just because they are different, it doesn't mean the can't be friends.

Aekyung's Dream by Min Paek - A young Korean immigrant is not very happy living in America. She dislikes her new school where her classmates tease her. After being inspired by a dream about King Sejong of Korea, she learns the language and adjusts to her new school.

Angel Child, Dragon Child by Michele Maria Surat - A refugee child from Vietnam does not have a very pleasant experience in an American school. She gets in a fight with one of the students and puts up with many insults from classmates. They eventually, they resolve their differences.
Hats, Hats, Hats by Ann Morris- This is a photographic glimpse at hats from all over the world. The book provides a description of the hat and in some cases the reason the headgear is worn.

Lesson 5

Title: Memory Lane: Collecting Oral History through Interviews

Grade Level: 4 - 6

Overview: Students will develop interviewing skills as they seek out older members of their community, ask questions about the past, take notes, or record answers and then compile answers.

Objectives:
1. Students develop an appreciation for events of the past.
2. Students learn proper interviewing techniques.
3. Students create an historical document based on first-hand accounts of citizens.
4. Students and older citizens of the community are brought together to communicate.

Standards Addressed:

History

#1 Chronological Thinking
#3 Historical Research Capabilities

Resources/Materials:

Prepared packet of note paper with questions
Pencil, Pen, etc.
Tape recorder

Activities/Procedures:

1. Review procedures for setting up times and date and proper etiquette during an interview.
2. Set up a model interview for students to observe and discuss.
3. Brainstorm questions to ask, keep the primary focus questions to ten or less.
4. Review tape recording and note-taking.
5. Bring collected material and tapes to class and review information collectively.
6. Determine how to present information and data. Some suggestions are graphs for dates, maps for countries, anecdotal stories, etc.
7. Summarize individual interviews and then allow students to contact person interviewed for agreement and consent.
8. Send out copies of finished product and thank you notes.

Examples of Possible Questions

1. What is your name? Was there a reason why you were named that?
2. How old are you? Where were you born?
3. Do you have any brothers or sisters? If yes, how many?
4. Have you ever lived anywhere else? Where?
5. What is your favorite childhood memory?
6. What was your favorite place in our town when you were a kid?
7. Did you like school when you were little?
8. Do you any particular teacher and why?
9. Is there anything that you did not like about our town while growing up?
10. If you could go back to something you remember about the past what would it be?
11. Do you remember a "disaster" in the town like a terrible storm, or blizzard?
12. What was living in this town like during the depression?

** These are just a few of the questions that can be asked. To get the students involved, have them come up with a question that they would like to ask.

PART II: UNIT B

A Standards-Based Sample Unit, Grades 4-6

Title: ***A Lighthouse Journey***
Teacher's Guide

By Carolyn Carnevale and Debbie Sgambato

Introduction
The National Geographic society awards grant money to certain schools each year. This year our class was chosen to receive the money to study coastal lighthouses of Rhode Island. Let's pretend Mr. Shearer and Mr. Proffer from NGS will be visiting our class to find out what you learned about lighthouses and the geography of Rhode Island. Instead of just telling them about the coastal lighthouses, you are going to create an informational brochure to share with them about all the things you have learned through our lighthouse unit. Your brochure should include the following:

1. A map of RI identifying basic map information.
2. The physical and human characteristics of RI's coastal region.
3. The technology that changed the way lighthouses operated.
4. The importance of saving lighthouses.

Activity 1:

Step 1A: Look at the map "A" of Rhode Island. It is not complete. Label the following

- The States that border Rhode Island
- Two or more bodies of water important to Rhode Island
- Two or more map elements

Sample Response:
Connecticut and Massachusetts
Atlantic Ocean, Scituate Resevoir and Narragansett Bay
Date, author, scale, grid

Step 1B: Now, describe the location of Rhode Island in four different ways using relative location.

Sample Responses:
RI is located in the Northeast, RI is south of Canada, and Connecticut is located West of RI, RI is located North of Florida.

Activity 2:

Step 2A: As you have learned in class, the geography of our coastal regions played a major role in the growth of lighthouses. Look at the map of Rhode Island. There are 5 places that are labeled A, B, C, D, and E. Choose on of these places that you think would be the best place to build a lighthouse in Rhode Island. Give at least three reasons for why you chose that location.

Sample Responses:
Because the land near the ocean is shallow and rocky.
There are many islands located in this area.
There is a narrow entrance into Narragansett Bay.
The weather in this area is prone to fog and hurricanes.
There are lights on bridges that act as lighthouses.
Buoys have improved and mark the highways of the sea with bells, whistles and lights.
The lens on a lighthouse can be seen farther away, so there is no need to build one close to the open ocean.

Activity 3:

Step 3A: The oldest aid to navigation is the lighthouse. Lighthouses are usually built where ships pass close to land. Then the more expensive lightships were built and used in places where lighthouses could not be built. Name at least three jobs that might still rely upon lighthouses today.

Sample Responses:
Fishermen, fishing, boaters, Coast guard, shipping industry, military, lobstermen, clammers, cruise ships and quahoggers.

Step 3B: In recent years, many lighthouses in Rhode Island are no longer operational. Explain at least two effects this has had on jobs or tourism in our state.

Sample Response:
It would not have any affect because technology has almost eliminated the need for lighthouses with buoys and electronic devices.
If technology fails out at sea, then one might have to rely upon lighthouses for their safety to land. Boaters with no technology would have to come in before the dark.
There is no longer a need for lighthouse keepers.
It created more jobs for the coast guard.

The closing would create less tourism for communities that did not upkeep the buildings and/or land.
Tourist would have no place to visit.
History of lighthouses would be lost because no one would know what they were or e able to visit them.
Closing lighthouses created museums, bed and breakfasts, landmarks, historic structures, learning centers, Coast Guard stations, all as tourist attractions.

Activity 4:

Now it is time for you to think about all the information you will use to create your factual brochure about Rhode Island lighthouses. Write a letter to Mr. Proffer from the National Geographic Society and explain to him why you think lighthouses are important to our State.

Be sure to answer the following questions:

1. What is unique about the Rhode Island and its coastline that made it necessary to build 30 lighthouses?
2. Why are there only 8 lighthouses operating in Rhode Island today?
3. Should we save lighthouses?

Sample Response:

100 Theresa Street
Johnston, RI 02919
January 17, 2000

Dear Mr. Proffer,

I think lighthouses are a very important part of our state. There are three reasons why I feel this way.

Reason one: Our coast is unique. We are a small state and we have over 400 miles of beaches. Narragansett Bay almost divides our state in half and there are many islands in the bay that have rocky coasts. Lighthouses are also important because of the type of weather we get in the Northeast- foggy, icy and hurricane weather. RI also needed to build 30 lighthouses because shipping and commerce were important industries using the bay during colonial times. The lighthouses let travelers know the location they were at by their color and shape.

Reason two: There are only 8 lighthouses that are now operating because of increased technology such as radar, navigational buoys and electronic devices such as

GPS. Bridges have sometimes replaced the need for lighthouses because they have lights on them. In addition, the lens on a lighthouse can be seen at a further distance, so there is no need to build lighthouses so close to each other.

We should save lighthouses because they are an important part of our past. I think lighthouses are beautiful and through them, we can continue to keep the history of our state alive. They also help us to bring tourism to RI. When vacationing in our state, you can not walk into a gift shop and not find pictures, postcards, models, books, calendars, etc. of lighthouses and the ocean. In addition, Ida Lewis is considered one of the most important people to shape Rhode Island's history. She became famous because she was a female lighthouse keeper who saved many lives.

Those are the reasons why I think lighthouses are important to RI. They are very much a part of our past and present and bring many people to our state in the summer to visit them.

Sincerely,

John Doe

Title: A Lighthouse Journey
Teachers's Guide

Level: Grade Five

Inquiry Question:

What is unique about the Rhode Island coastline that made it necessary to build 30 lighthouses and why are so few lighthouses needed today?

Geography Standards:

Standard 1 – How to use to use maps, globes, and other geographical tools to acquire, process, and report information.

Standard 4 - The physical and human characteristics of place.

Standard 14- How human actions modify the physical environment.

Standard 18 – How to apply geography to interpret the present and plan for the future

Overview:

This assessment will be designed to provide students with information and activities centered on the physical and human characteristics of Rhode Island's coastal geography. Students will identify basic map information. Students will demonstrate how technology changed the way lighthouses operated, as well as the connection between technology and the closing of lighthouses.

Materials:

Student booklet
Pencils

Time Allotment:

60 – 120 minutes depending upon level of students

Prior Learning:

Students would have completed a unit on lighthouses and lighthouse keepers in Rhode Island. Students would have studied the physical and human characteristics of Rhode Island, where lighthouses are located, and how technology has changed the role of the lighthouse and the lighthouse keeper.

Teacher Administration:

Introduce the assessment and rubrics the students will be using to complete this assessment. Tell them they will be taking three different parts of the test at different times throughout the unit.

Distribute a copy of the student booklet to each student. Tell the students to read the booklet and write their answers in the booklet. Tell them how much time they have to complete each part of the test, when it is given.

Day 1: Students complete the activity 1 and 2
Day 2: Students complete activities 3
Day 3: Students complete activity 4

Scoring Rubric:

Attached

NAME_________________________ DATE______________

Student Booklet

A Lighthouse Journey

Getting Started:

The National Geographic Society awards grant money to certain schools each year. This year our class was chosen to receive the money to study coastal lighthouses of Rhode Island. Let's pretend that Mr. Shearer and Mr. Proffer from NGS will be visiting our class to find out what you learned about lighthouses and the geography of Rhode Island.

Instead of just telling them about the coastal lighthouses, you are going to create an informational brochure to share with them about all the things you have learned through our lighthouse unit.

Your brochure should include the following:

1. A map of RI identifying basic map information.
2. The physical and human characteristics of RI's coastal region.
3. The technology that changed the way lighthouses operated
4. The importance of saving lighthouses.

Activity 1:

Step 1A: Look at the map of Rhode Island. It is not complete.

Label the following:

- The states that border Rhode Island
- Two or more bodies of water in Rhode Island
- Two or more map elements

Step B: Now, describe the location of Rhode Island in four or more different ways using relative location.

1. ____

2. ____

3. ____

4. ____

Activity 2:

Step 2A:

- As you have learned in class, the geography of our coastal regions played a major role in the growth of lighthouses.
- Look at the map of Rhode Island. There are 5 places that are labeled A, B, C, D, and E.
- Choose one of these places that you think would be the best place to build a lighthouse in Rhode Island.
- Give at least three reasons for why you chose that location.

The place I chose is letter ________

1. ____
____
____
____

2. ____
____
____
____

3. ____
____
____
____

4. ____
____
____

Activity 3:

Step3A:

The oldest aid to navigation is the lighthouse. Lighthouses are usually built where ships pass close to land. Then the more expensive lightships were built and used in places where lighthouses could not be built. Name at least three jobs that might still rely upon lighthouses today.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

Step 3B:

In recent years, many lighthouses in Rhode Island no longer operate. Explain at least two effects this has had on jobs or tourism in our state.

1. ______________________________

____

____

____

2. ______________________________

____

____

____

Activity 4:

Now it is time for you to think about all the information you will use to create your factual brochure about Rhode Island lighthouses. Write a letter to Mr. Proffer from the National Geographic Society and explain to him why you think lighthouses are important to our state.

Be sure to answer the following questions:

1. What is unique about the Rhode Island and its coastline that made it necessary to build 30 lighthouses?
2. Why are there only 8 lighthouses operating in Rhode Island today?
3. Should we save lighthouses?

Writing Profile Scoring Guide

	wt	4 points Advanced	3 points Proficient	2 points Basic	1 point Limited
Idea Development	1x	The writer clearly and consistently stays on the topic throughout the profile. Information accurately follows the pre-writing worksheet.	The writer stays on the topic throughout the profile. Information follows the pre-writing worksheet.	The writer sometimes stays on the topic throughout the profile. Information periodically follows the pre-writing worksheet.	The writer rarely stays on the topic throughout the profile. Information rarely follows the pre-writing worksheet.
Organization	1x	The writer has a clear beginning, middle and end in their profile. Details are in an orderly and impressive fashion.	The writer has a beginning, middle and end in their profile. Details are in an order that make sense.	The writer has some weaknesses in their beginning, middle and/or end of their profile. Some details are confusing.	The writer has many weaknesses in their beginning, middle and/or end of their profile. Most details are confusing.
Voice	1x	The writer clearly knows his/her audience and shows through his/her information what makes a good role model. The writer captures the reader's attention.	The writer knows his/her audience and shows through his/her information what makes a good role model. The writer holds the reader's attention.	The writer is not certain of his/her audience and seldom shows through his/her information what makes a good role model. He sometimes loses the reader's attention.	The writer does not know his/her audience and does not show through his/her information what makes a good role model. He has lost the reader's attention.
Word choice	1x	The writer's choice of words paints a strong, clear and complete picture in the reader's mind	The writer's choice of words paints a clear and complete picture in the reader's mind	The writer's choice of words sometimes paint an unclear and incomplete picture in the reader's mind	The writer's choice of words paint an unclear and incomplete picture in the reader's mind
Sentence Fluency	1x	There is an easy flow and sentence sense that makes this text a delight to read aloud.	There is a sentence flow that makes this text easy to read aloud	There is a sentence flow that makes this text sometimes difficult to read aloud	There is a sentence flow that makes this text often difficult to read aloud
Conventions	1x	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 3 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 5 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 10 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with more than 11 errors.

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ORAL PRESENTATION SCORING GUIDE

Standard	wt	4 points Advanced	3 Proficient	2 points Basic	1 point Limited
Speaking		All presenters spoke loudly and clearly	3 out of 4 presenters spoke loudly and clearly	2 out of 4 presenters spoke loudly and clearly	Only 1 presenter spoke loudly and clearly
Cooperative group work		The group worked independently with no teacher intervention and each member equally participated	The group worked with minimal teacher intervention and each member equally participated	The group worked with moderate teacher intervention and most members participated	The group worked with considerable teacher intervention and members did not equally participate
Content/factual accuracy		All story elements, accomplishments and comparisons were thoroughly portrayed	All story elements, accomplishments and comparisons were adequately portrayed	All story elements, accomplishments and comparisons were partially portrayed	All story elements, accomplishments and comparisons were inadequately portrayed
Organization		The presenters consistently stayed on the topic throughout the skit. All details were in an order that made sense	The presenters frequently stayed on the topic throughout the skit. Most details were in an order that made sense	The presenters sometimes stayed on the topic throughout the skit. Some details were in an order that made sense	The presenters rarely stayed on the topic throughout the skit. Few details were in an order that made sense
Materials, costumes, props		All materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Most materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Some materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Few materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion

*A paper scores "0" if (a) it is blank; (b) no work is shown (c)what is done has no connection to the topic (d) student was present for assessment with no evidence of work shown

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Rhode Island
A Lighthouse Journey

Timeline: 4 to 5 weeks

Issue or Problem:
Throughout history, there has been a link between people, land, and lighthouses. This project will examine the lighthouse keeper's experiences and how Rhode Island lighthouses are directly related to the geography of our region. We will explore the history of lighthouses from inception to present day as well as, how technology has dramatically changed the role of lighthouses and their keepers during that time.

Core Question (s):
What is unique about the geography of Rhode Island that made it necessary to build so many lighthouses? Why are so few lighthouses needed today? Who has had more of an impact on the history of lighthouses, Mr. Augustine Fresnel or Ms. Ida Lewis? How has the role of the lighthouse keeper changed from the 1800's to present day? How have lighthouses and their keeper's modified, adapted to or changed the land?

Student Responsibilities:
This unit will have both a language arts and social studies component. In language arts, you will be responsible for creating diary entries, which recount your experience as a lighthouse keeper. In social studies, you will be responsible for creating maps and information about Rhode Island lighthouses.

As a culminating activity, you will be asked to become a journalist for the Providence Journal. You will create your own magazine insert for the Lifestyle section of the Sunday edition. The information for the Lifestyle insert will come from the activities you researched in both Language Arts and Social Studies.

A Lighthouse Journey

Social Studies Tasks:

Each student will complete a variety of tasks depicting RI lighthouses. The tasks below will be required of all students. Your work should be neat and attractively done. Careful attention should be paid to proper spelling and grammar. You should be able to explain the contents of your project to both an adult audience and an audience of your peers.

Task 1:

You will choose a RI lighthouse and create a postcard. You will draw a picture on the front of the postcard. On the back of the postcard you must include the name of your lighthouse, when it was established, any identifying daymarks and the characteristics of the light.

Geography Standard (s): 4
English Language Arts Standards(s): E4a
Assessment: Rubrics included

Task 2:

You will create 3 maps related to RI and lighthouses.

A) The first map will be a physical map of Rhode Island. The map should include the capital, major physical features of the state, and the city that you call home. Do not forget to use DOGTAILS. (You can exclude the index)

B) The second map will show the route you would take to get to your lighthouse. Using map scale, determine the approximate distance you will travel to get from your home to your lighthouse. Your map should show the route you took. Write a paragraph telling the modes of transportation you needed to use to get to your lighthouse, as well as highways, bridges, beaches and/or the towns you needed to pass through.

C) On the third map you will discuss various locations for a new lighthouse. As you have learned in class, the geography of our coastal region played a major role in the growth of lighthouses. Look at the given map of Rhode Island. There are 5 places that are labeled A, B, C, D, and E. Tell why you would or would not choose each of these places as a location to build a new lighthouse in Rhode Island. Give at least two reasons for each location.

Geography Standard (s): 1, 9
Math Standard(s): M2h, M2j
Assessment: 2A Rubrics included, 2C assessment to be handed out, map outlines for 2A, 2B and 2C will be handed out.

Task 3:

You will create a chart or graph showing the number of lighthouses built in RI during the decades from 1790-1990. This can be done on the computer or by hand. Write a paragraph summarizing the information on your chart.

Geography Standard (s): 9, 17
English Language Arts Standards(s): E1c
Math Standard(s): M4a, M4d
Assessment: Rubrics included, Graph outline will be handed out

Task 4:

After reading, *Beacons of Light Lighthouses* and Cobblestone Magazine's *50 Years at Lime Rock* and researching on your own, you will create a T chart that shows the accomplishments of Ida Lewis and Augustine Fresnel. Include at least four events for each person. Based on your information write a paragraph about who you think had more of an impact on the history of lighthouses.

Geography Standard (s):
English Language Arts Standards(s): E1c, E2c, E4a
Assessment: T-chart will be handed out

BONUS ACTIVITIES

THE FOLLOWING ACTIVITIES ARE BONUS ACTIVITIES. YOU CAN CHOOSE TO COMPLETE AS MANY ACTIVITIES AS YOU HAVE TIME FOR. ALL ACTIVITIES ARE OPTIONAL.

Bonus Activity #1: Make a timeline showing a minimum of 10 significant events from the history of lighthouses during any 200-year period. You must include 2 events about Ida Lewis and 2 events about the Fresnel lens. Write a paragraph explaining how one or more events could have influenced the need or decline of lighthouses in the US.

Bonus Activity #2: Build or construct a replica of a Rhode Island lighthouse from recycled materials and write a paragraph about its history.

Bonus Activity #3: Read a book or watch a movie about lighthouses or lighthouse keepers. Write a summary or draw a storyboard that relate to the main points of the book or movie.

ACTIVITY 4 AND 5 CAN BE DONE WITH A PARTNER.

Bonus Activity #4: Create a PowerPoint presentation about a Rhode Island Lighthouse or about our fieldtrip.

Bonus Activity #5: Create a board game about Rhode Island lighthouses.

PART II: UNIT C

A Standards-Based Sample Unit, Grades 4-8

Title: *Meeting of the Minds: Let's Talk History*
A Journey into the Minds of Famous Women

Carolyn Carnevale and Debbi Sgambato
RI-ASCD summer Institute 2000
Grade 5

General Information

Task Title: "Meeting of the Minds" Let's Talk History

Grade Level(s):	5
Content Area(s):	Reading, writing, speaking

Task Developer(s)

Carolyn Carnevale	carolynce@ids.net
Debbi Sgambato	sgamdeb@aol.com

Winsor Hill Elementary School
Johnston School Department

ASCI Contact Person(s):

Joseph Mills, Jr.	joemillsjr@aol.com
Daniel Nuzzi	dannuzzi@dmv.com
Jay McTighe	jmctigh@aol.com
Robert Jervis	bob3of5@aol.com
HB Lantz	hbl2nsw@aol.com
Beverly Pish	bpish@erols.com

Content Standards/Benchmarks Assessed:

Reading E1c The student reads and comprehends informational material and creates written work that summarizes, relates and extends topic and information

Writing E2a The student produces a report
Speaking E3c The student prepares and delivers a presentation
Application A5a The student works with others to complete a task

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Task Overview

In "The Meeting of the Minds. Let's Talk History", students study famous women in history with the hopes of gaining a historical perspective on what makes someone famous. The focus will be on woman who have been inducted into the "Women's Hall of Fame" and will give students a clearer understanding of the character traits inherent in positive role models. With February being Black History month, the unit will begin in February with a brainstorming activity in which students will use a graphic organizer to determine all the traits associated with a positive role model and compare those trait to Rosa Parks. In March, students will select any famous woman in history that is listed on the Women's Hall of Fame website. They will produce a 5-paragraph essay, and a crossword puzzle on this famous woman, which will provide them with the foundation necessary for answering the question: What makes a person a good role-model?

The culmination of the unit will involve students producing a skit in which two famous women are engaged in a conversation portraying their accomplishment.

Approximate Time Required:

In school: 14x 45 minutes Out of school: 3x- 20 minutes

The month of March is Woman in History Month and the month of February is Black History Month. An effective way to begin this unit would be to do Activities 1 and 2 in February on 2 famous black Americans. The remainder of the unit would tie in perfectly with Woman in History Month.

7 lessons will be required leading to the skit.

In preparation for the skit, at least 6 lessons will be required to allow for continued, consistent practice.

Prerequisite Knowledge and Skills:

How to write a 5 paragraph essay
How to create a crossword puzzle
How to work cooperatively
How to present orally to an audience
Use of the computer to research

Task Activities

Task Activity 1 Brainstorming Activity

Content Standard(s)/Benchmark(s) Assessed:

Materials/ Resources:

Chart paper
Overhead
Chalkboard
Graphic Organizer
Article or story on Rosa Parks or any famous black role-model.

Sequence

Students will brainstorm as a class, what makes a positive role model using an overhead or chalkboard to list responses.

Teacher will introduce the following vocabulary words:
achieve, mentor, role-model, inspire, determination, dignity and potential

Students will be given a graphic organizer in which the word "role-model" will be placed in the middle. Students will then decide what makes a positive role model using the words above to guide them.
Example: A positive role model is a person who sets high goals for themselves and strives diligently to **achieve** those goals.

Students will read an article on Rosa Parks and determine what qualities she possesses as a good role model.

Evaluation Tools: None – This is an enabling activity

Task Activity 2 Brainstorming Activity

Content Standard(s)/Benchmark(s) Assessed:

Materials/ Resources:

Graphic organizer for comparison (not included in booklet)
Chart paper

Sequence

Students will brainstorm as a class, the difference between what make someone famous and what makes someone a good role model. They will answer the following 2 questions:

1. Is a good role model always famous?
2. Is someone famous always a good role model?

Teacher will provide students with scenarios of athletes who are famous. Students will determine which ones are good role models and which ones are not. Based on activity one they will be able to justify their answers.

Evaluation Tools: None – This is an enabling activity

Task Activity 3 Group Profile Enabling Activity

Content Standard(s)/Benchmark(s) Assessed:

Materials/ Resources:

Pre-Writing Worksheet
Story on Eleanor Roosevelt
Overhead projector
Writing Rubric
Web site: http://www.greatwomen.org/grtwmn.htm
The National Women's Hall of Fame

Sequence

As a class students will complete a pre-writing worksheet to help guide them into writing a 5-paragraph essay (profile) on Eleanor Roosevelt using the on-line site the students will be using in activity 4.(See Attached)

After worksheet is complete, the class will write a 5-paragraph essay that is teacher directed.

The five-paragraph essay will consist of the following:

Paragraph 1: Answer the questions who, what, where, why and when.
Paragraph 2: What makes this woman a good role model?
Paragraph 3: List and describe 1 character trait
Paragraph 4: List and describe 2nd character trait
Paragraph 5: Restate why this person is a good role model and why you feel she belongs in the Women's Hall of Fame.

The class will use the writing rubric to score the class-completed essay.

Creating Your Own Profile: A Pre-Writing Worksheet

Choose a person from the Women's Hall of Fame website and research her life and work. Answer the questions below to guide your note taking and organize your information before drafting a profile. Then use the worksheet to create your profile.

Paragraph 1: Answer the Questions: Who, What, Where, Why and When.

Who is your subject?

What is she known for?

When and where was she born? Is she still alive? If not, when did she die?

Why did you choose this person? Relate your answer to her accomplishment.

Paragraph 2:
What Makes This Woman a Good Role Model?

What did this woman achieve?

Why does this make her a good role model? (Be sure to use vocabulary terms from the Rosa Parks lesson) Justify your answer with at least two examples.

Paragraph 3:
What is her most significant character trait?

Tell how this trait helped her to achieve her accomplishment. Be sure to give evidence using at least two examples from her life.

Paragraph 4:
What is her second most significant character trait?
Tell how this trait helped her to achieve her accomplishment. Be sure to give evidence using at least two examples from her life.

Paragraph 5: Concluding Paragraph.

Restate why this person is a good role model and why you feel she belongs in the Women's Hall of Fame.

Writing Profile Scoring Guide

	wt	4 points Advanced	3 points Proficient	2 points Basic	1 point Limited
Idea Development	1x	The writer clearly and consistently stays on the topic throughout the profile. Information accurately follows the pre-writing worksheet.	The writer stays on the topic throughout the profile. Information follows the pre-writing worksheet.	The writer sometimes stays on the topic throughout the profile. Information periodically follows the pre-writing worksheet.	The writer rarely stays on the topic throughout the profile. Information rarely follows the pre-writing worksheet.
Organization	1x	The writer has a clear beginning, middle and end in their profile. Details are in an orderly and impressive fashion.	The writer has a beginning, middle and end in their profile. Details are in an order that make sense.	The writer has some weaknesses in their beginning, middle and/or end of their profile. Some details are confusing.	The writer has many weaknesses in their beginning, middle and/or end of their profile. Most details are confusing.
Voice	1x	The writer clearly knows his/her audience and shows through his/her information what makes a good role model. The writer captures the reader's attention.	The writer knows his/her audience and shows through his/her information what makes a good role model. The writer holds the reader's attention.	The writer is not certain of his/her audience and seldom shows through his/her information what makes a good role model. He sometimes loses the reader's attention.	The writer does not know his/her audience and does not show through his/her information what makes a good role model. He has lost the reader's attention.
Word choice	1x	The writer's choice of words paints a strong, clear and complete picture in the reader's mind	The writer's choice of words paints a clear and complete picture in the reader's mind	The writer's choice of words sometimes paint an unclear and incomplete picture in the reader's mind	The writer's choice of words paint an unclear and incomplete picture in the reader's mind
Sentence Fluency	1x	There is an easy flow and sentence sense that makes this text a delight to read aloud.	There is a sentence flow that makes this text easy to read aloud	There is a sentence flow that makes this text sometimes difficult to read aloud	There is a sentence flow that makes this text often difficult to read aloud
Conventions	1x	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 3 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 5 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 10 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with more than 11 errors.

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Activity 4
Research and Writing Activity – Women's Profile

Content Standard(s)/Benchmark(s) Assessed:
Reading E1C The student reads and comprehends informational material and creates written work the summarizes, relates and extends topic and information
Writing E2a The student produces a report

Materials/ Resources:
Pre-Writing Worksheet/Graphic Organizer (Refer to activity 3)
Writing Rubric (Refer to activity 3)
Web site: http://www.greatwomen.org/grtwmn.htm
The National Women's Hall of Fame
2 other resources on 1 woman (books, encyclopedias, magazines, newspapers)

Sequence

1. Students will explore the National Woman's Hall of Fame web-site and select a woman to research.
2. Students will obtain 2 other sources for further research (books, encyclopedias, Magazines, newspapers)
3. Students will answer the questions from the pre-writing worksheet/graphic organizer before drafting a profile.
4. Students will write a 5-paragraph essay (Profile). They will produce a rough draft first, which will be peer and self-evaluated using the writing rubric the class developed in the beginning of the year.
5. Students will create a cover for their profile. They may draw a portrait or paste a photograph of their woman within the border. They should include a caption under the picture describing her claim to fame.

Evaluation purpose: **-X---- formative** **----- summative**
Evaluation Tools:

–X--- analytic rubric **----- holistic rubric** **----- performance list**

Modifications/Accommodations (special education):
Student may be given additional time to complete the written assignment.
Teacher may discuss responses before writing.
Student may dictate into a tape recorder.
Student may be supplied with topic and closing sentences for each paragraph.
Students may use pictures, drawings and diagrams as part of their written response.

Extensions (enrichment):
Student could research 2 women and compare and contrast using the guidelines in the activity.

Task Activity 5 Creating a Crossword Puzzle

Content Standard (s)/Benchmark (s) Assessed:
Reading E1c The student read and comprehends informational material and creates written work that summarizes, relates and extends the topic.

Writing E2a The students produce a report.

Materials/Resources:
Completed Profile
Performance Task Assessment List

Sequence

1. Students will create a crossword puzzle obtaining information from their profile.
2. Students will refer to their profile and create 10 questions and answers (2 from each paragraph).
3. Students will self and peer edit their crossword puzzle using the Performance Task Assessment List.
4. Students attach the finished crossword puzzle to their profile.

Evaluation purpose summative

Evaluation Tools: Performance List
Performance list

Modifications/Accommodations
Teacher may help student lay out and develop the crossword puzzle
Student can create 5 questions and answers, 1 from each paragraph.
Student may be given additional time.

Extensions (enrichment)
Student may write 15 or more questions and include 3 questions from each paragraph in their puzzle.
Students may work in groups of two and create 1 crossword puzzle about 2 women.

CROSSWORD PUZZLE SCORING GUIDE

Standard		4 points Advanced	3 points Proficient	2 points Basic	1 point Limited
Ideas		I have exceptional clues and answers that relate directly to the subject matter of my puzzle	My clues and answers relate directly to the subject matter of my puzzle	Most of my clues and answers relate directly to the subject matter of my puzzle	Few of my clues and answers relate directly to the subject matter of my puzzle
Organization		All of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and my work is neat and organized	Most of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and most of my work is neat and organized	Some of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and some of my work is neat and organized	Few of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and my work is not very neat and/or organized
Layout		I have 13 or more clues some are going across and some are going down.	I have at least 12 clues some are going across and some are going down.	I have less than 11 clues some are going across and some are going down.	I have less than 8 clues some are going across and some are going down.
Creativity		I have clear, concise and creative clues	I have clear and concise clues	I have some clear and concise clues	I have few clear and concise clues
Conventions		I have correctly spelled each word using the proper grammar and punctuation	I have correctly spelled most words using the proper grammar and punctuation	I have correctly spelled some words using the proper grammar and punctuation	I have correctly spelled a few words using the proper grammar and punctuation

*A paper scores "0" if (a) it is blank; (b) no work is shown (c) what is done has no connection to the topic (d) student was present for assessment with no evidence of work shown

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Task Activity 6

"Meeting of the Minds – Let's Talk History"
A skit on Famous Women in History

Content Standard
Speaking E3c The student prepares and delivers a presentation

Reading E1c Read and comprehend informational material and create written work that summarizes, relates and extends topic and information.

Materials/Resources:
Finished Profile from each student
Video Recorder and Tape
Graphic Organizer s (not provided)
  -Comparison Chart
  -Story Elements

Sequence

1. Students will be placed in groups of 4 (2 males and 2 females, if possible).
2. Students will learn about other women in their group by reading other student's essays and then completing the crossword puzzle in each member's profile.
3. Students will select 2 women from the group's profiles to perform their skit.
4. Students will compare and contrast both women (using a graphic organizer as done in activity 2) focusing on character traits, accomplishments and importance in history.
5. Students will develop a skit representing questions answered in their Profile. The following story elements (obtained from the 2 profiles) must be portrayed in their skit: characters, setting, plot (beginning, middle and end), and overall theme
6. The plot for each skit will be in the form of a conversation between the 2 selected women.
7. Each skit must portray:
   -Each woman's accomplishment
   -Each woman's similarities and differences from a historical perspective
8. Students will work cooperatively in groups making sure each member has an active speaking role.
   Example: Males roles – husbands, sons, chauffeur, narrator, male counterpart

9. Each student must bring in a prop representing either woman.
   (Possible homework assignment: Each student writes a paragraph on how his or her prop relates to the significance of the woman)

10. Students will be given ample time during class to rehearse.
11. Students will present a performance rehearsal that will be video taped by teacher. Teacher will conference with each group and give students the opportunity to evaluate themselves using a rubric provided by teacher.

Modifications/Accommodations
Students could be paired with one student they feel comfortable with to assist in their role, along with teacher support.

Evaluation purpose: formative

Evaluation Tools: analytical rubric

ORAL PRESENTATION SCORING GUIDE

Standard	wt	4 points Advanced	3 Proficient	2 points Basic	1 point Limited
Speaking		All presenters spoke loudly and clearly	3 out of 4 presenters spoke loudly and clearly	2 out of 4 presenters spoke loudly and clearly	Only 1 presenter spoke loudly and clearly
Cooperative group work		The group worked independently with no teacher intervention and each member equally participated	The group worked with minimal teacher intervention and each member equally participated	The group worked with moderate teacher intervention and most members participated	The group worked with considerable teacher intervention and members did not equally participate
Content/factual accuracy		All story elements, accomplishments and comparisons were thoroughly portrayed	All story elements, accomplishments and comparisons were adequately portrayed	All story elements, accomplishments and comparisons were partially portrayed	All story elements, accomplishments and comparisons were inadequately portrayed
organization		The presenters consistently stayed on the topic throughout the skit. All details were in an order that made sense	The presenters frequently stayed on the topic throughout the skit. Most details were in an order that made sense	The presenters sometimes stayed on the topic throughout the skit. Some details were in an order that made sense	The presenters rarely stayed on the topic throughout the skit. Few details were in an order that made sense
Materials, costumes, props		All materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Most materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Some materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Few materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion

*A paper scores "0" if (a) it is blank; (b) no work is shown (c)what is done has no connection to the topic (d) student was present for assessment with no evidence of work shown

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Student Materials

Task Title: "Meeting of the Minds Let's Talk History"
A Journey in the Minds of Famous Women

Task Introduction

As a historian, you and 3 classmates have been asked by the History Channel to produce a skit depicting famous women in history. Your skit will be in the form of a conversation in which you will examine and compare the accomplishments and character traits of two famous women. As a result of your performance, 3rd – 5th graders will gain a better understanding of "What makes someone positive role model?"

In an effort to complete this task each of you will be creating a profile on 1 famous woman in history (selected from the "Woman's Hall of Fame" website.) Your profile will consist of:

1. A cover in which you may draw a portrait or paste a photograph of your woman
2. A 5 paragraph essay about this woman explained in activity 1
3. A crossword puzzle relating to this woman explained in activity 2

Materials (materials that are given to students):

Directions to Student

Activity 1 –

- You will explore the National Woman's Hall of Fame web-site (http://www.greatwomen.org/grtwmn.htm) and select a woman to research.
- You will obtain 2 other sources for further research (books, encyclopedias, magazines, newspapers)
- You will answer the questions from the pre-writing worksheet/graphic organizer
  before drafting a profile.
- You will write a 5-paragraph essay (Profile). You will produce a rough draft first, which will be peer and self-evaluated using the writing rubric attached.
- You will create a cover for their profile.
- You will draw a portrait or paste a photograph of your woman.. You should include a caption under the picture describing her claim to fame.

Activity 2 –

- You will create a crossword puzzle obtaining information from your profile.

- You will refer to your profile and create 10 questions and answers (2 from each paragraph).
- You will self and peer edit your crossword puzzle using the Performance Task Assessment List given to you from your teacher.
- Once you have completed your crossword puzzle attach the finished crossword puzzle to your profile.

Activity 3 -

- You will be placed in groups of 4 determined by your teacher.
- You will learn about other women in your group by completing the other three crossword puzzle from each member's profile.
- You will select 2 women from the group's profiles to perform a skit.
- You will compare and contrast both women (using a graphic organizer as done in activity 2) focusing on character traits, accomplishments and importance in history.
- You will develop a skit representing questions answered in your Profile. The following story elements (obtained from the 2 profiles) must be portrayed in the skit: characters, setting, plot (beginning, middle and end), and overall theme
- The plot for each skit will be in the form of a conversation between the 2 selected women.
- Each skit must portray:
  both woman's accomplishment
  both woman's similarities and differences from a historical perspective
- You will work cooperatively in your groups making sure each member has an active speaking role.
  Example: Males roles – husbands, sons, chauffeur, narrator, male friends

- Each group member must bring in a prop representing either woman.
- You will be given ample time during class to rehearse.
- You will have a performance rehearsal that will be video taped by teacher. The teachers will conference with your group individually, and give you the opportunity to evaluate yourselves using a rubric provided by teacher.

CROSSWORD PUZZLE SCORING GUIDE

Standard	1	4 points Advanced	3 points Proficient	2 points Basic	1 point Limited
Ideas		I have exceptional clues and answers that relate directly to the subject matter of my puzzle	My clues and answers relate directly to the subject matter of my puzzle	Most of my clues and answers relate directly to the subject matter of my puzzle	Few of my clues and answers relate directly to the subject matter of my puzzle
Organization		All of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and my work is neat and organized	Most of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and most of my work is neat and organized	Some of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and some of my work is neat and organized	Few of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and my work is not very neat and/or organized
Layout		I have 13 or more clues some are going across and some are going down.	I have at least 12 clues some are going across and some are going down.	I have less than 11 clues some are going across and some are going down.	I have less than 8 clues some are going across and some are going down.
Creativity		I have clear, concise and creative clues	I have clear and concise clues	I have some clear and concise clues	I have few clear and concise clues
Conventions		I have correctly spelled each word using the proper grammar and punctuation	I have correctly spelled most words using the proper grammar and punctuation	I have correctly spelled some words using the proper grammar and punctuation	I have correctly spelled a few words using the proper grammar and punctuation

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Creating Your Own Profile: A Pre-Writing Worksheet

Choose a person from the Women's Hall of Fame website and research her life and work. Answer the questions below to guide your note taking and organize your information before drafting a profile. Then use the worksheet to create your profile.

Paragraph 1: Answer the Questions: Who, What, Where, Why and When.

Who is your subject?

What is she known for?

When and where was she born? Is she still alive? If not, when did she die?

Why did you choose this person? Relate your answer to her accomplishment.

Paragraph 2:
What Makes This Woman a Good Role Model?

What did this woman achieve?

Why does this make her a good role model? (Be sure to use vocabulary terms from the Rosa Parks lesson) Justify your answer with at least two examples.

Paragraph 3:
What is her most significant character trait?

Tell how this trait helped her to achieve her accomplishment. Be sure to give evidence using at least two examples from her life.

Paragraph 4:
What is her second most significant character trait?
Tell how this trait helped her to achieve her accomplishment. Be sure to give evidence using at least two examples from her life.

Paragraph 5: Concluding Paragraph.

Restate why this person is a good role model and why you feel she belongs in the Women's Hall of Fame.

GLOSSARY OF TERMS

ACCOUNTABILITY - School, district and state responsibility to ensure the academic success of all students. Used in conjunction with indicators which measure school and student progress towards learning goals, high graduation rates, etc., and includes the on-going reporting of progress.

ALTERNATIVE ASSESSMENTS - Techniques that have not traditionally been used to assess student knowledge and understanding. May also refer to techniques used by districts to assess the achievement of a small number of students for whom state assessments are not appropriate.

ASSESSMENT - A wide range of techniques such as performances, questionnaires, observations, tests, etc., used to measure and understand student accomplishments. These processes may be used to judge the quality and range of student achievement, and they may also provide feedback for improving instructional practice and educational program design.

AUTHENTIC ASSESSMENTS - Alternatives to conventional, multiple-choice, and true-false testing that both mirror and measure how well students use knowledge, skills and competencies to solve real-world tasks and problems. Examples include exhibitions, performances, written or oral responses, journals and portfolios.

BENCHMARKS - Evidence of student performance expected at certain points in time; grades 4, 8, and 11 are often "benchmark years". For instance, benchmarks in social studies are measured against the standards of the various disciplines (history, geography, etc.)

CERTIFICATE OF ADVANCED MASTER (CAM) - Certification of student work at an advanced level following the CIM (see below) that applies and extends the skills and knowledge of the CIM six areas: Arts and communication, Business and Management, Health Services, Human Resources, Industrial and Engineering Systems, Natural Resource Systems. Students' work is based on a written plan that focuses on the attainment of those skills and knowledge that prepare students for further education and the workplace.

CERTIFICATE OF INITIAL MASTERY (CIM) - A certificate of student accomplishment which takes place when performance is demonstrated, generally at or about grade 10 or age 16 rather than after a predetermined number of years has been spent in school. A combination of traditional tests, performance measures, collections of student work over time, and projects or exhibitions will create a portfolio of performance that will provide first hand evidence for awarding the CIM.

COMMON CORE - Statements of the knowledge, skills and competencies that all learners should attain. Broad foundation statements that embody what learners should know and be able to do to meet the opportunities and challenges of the 21st century.

CONTENT STANDARDS - Definitions of what students should know and be able to do. They describe the knowledge, skills, and understandings students should have in particular subject areas in order to attain high levels of competency. Content standards provide guidelines for what schools should teach to ensure that all students are prepared to live and work in the 21st century.

CRITERIA - Descriptions of the most important features of a learning goal, content standard, or opportunity-to-learn standard that can be used to judge what students know and are able to do; for example, with regard to student work, the most important aspects of a product or performance criteria provide a basis for evaluating student work.

CURRICULUM FRAMEWORK - A guide for districts, schools, institutions of higher education, teachers, administrators, and state officials to use in planning, supporting, implementing, and evaluating programs. It identifies the important concepts, principles, and content for a respective subject matter area(s) and also provides suggestions about how this subject matter can best be taught in light of research and professional craft knowledge. It is not a detailed curriculum, i.e., it does not answer the question, "What do I do with my students on Monday?" Schools and teachers may use a wide array of curriculum materials, instructional strategies, and assessment techniques to enable students to gain the understandings, insights, and skills that the framework discusses.

CURRICULUM STANDARD - A term that is often used to describe a content standard. Curriculum standards identify what students should know and be able to do at different grade levels in the various subject areas.

EDUCATION STANDARDS - Describe: (1) expectations for what all students should know and be able to do; and (2) the conditions that enable students to achieve success. Education standards include content standards, performance standards, and opportunity-to-learn standards.

FRAMEWORKS - See CURRICULUM FRAMEWORK.

LEARNING COMMUNITY - A community that results when all (teachers, parents, administrators, students community partners) in the school community are lifelong learners, learning individually and together.

PERFORMANCE ASSESSMENTS - Processes whereby students use knowledge, skills and competencies to construct responses to problems.

Responses are rated according to pre-established scoring rubrics related to the standards the performance is measuring.

PERFORMANCE STANDARD - An agreed upon level of acceptable accomplishment for an area of student learning, and exemplified by a benchmark set of student work; for example, a benchmark of student work might be a collection of student writing which typifies acceptable writing abilities at a particular grade level. Student work is collected through performance assessments. Standards are characterized by high expectations of what is acceptable for all learners.

PORTFOLIO - A representative, carefully selected collection of one's work. It provides documentation of what the student knows and can do in a particular context and serves as the basis for evaluation of work in progress or work over time. As evaluation, portfolios provide direct evidence of the student's progress toward achieving student learning goals.

PROFESSIONAL DEVELOPMENT - A system of continuous growth and learning which builds the capacity of a school community to respond to the needs of all learners.

RUBRIC - A set of guidelines used to assign score points, or scores, to student work by providing descriptions and criteria for different levels of performance. A rubric for scoring points from 0 to 4, for example, would include various levels of the major criteria or dimensions to be achieved.

SOCIAL STUDIES - The integrated study of the social sciences and humanities to promote civic competence. (For additional information, see N.C.S.S. definition, page 1, Chapter One).

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